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ABSTRACT

A model for assessing and awarding credit for prior experiential learning is presented; the adult student's experiences are summarized in a portfolio. The model incorporates eight stages: facilitating the construction and assessment of a portfolio, identifying significant prior experiences, expressing the learning outcomes of prior experiences, articulating prior outcomes to educational goals, documenting the learning experience, measuring the extent and level of prior learning outcomes, judging the learning outcomes, and evaluating prior learning outcomes for awarding credits or recognition. At each stage, alternative practical procedures are suggested. (Author/MV)

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ASSESSING PRIOR LEARNING - A CAEL HANDBOOK

JOAN KNAPP

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ASSESSING PRIOR LEARNING — A CAEL HANDBOOK

Joan Knapp

Educational Testing Service

Cooperative Assessment of Experiential Learning

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FOREWORD

This *Handbook* is one of several major CAEL assessment reports based upon CAEL Working Papers produced in 1975. CAEL followed an unusual developmental plan in validating its initial work and preparing these reports. In order to insure that its developmental work was fully reviewed and tried out prior to final publication, the CAEL Working Papers were used experimentally in approximately 80 CAEL institutions during 1975-76. In a formal review procedure, users provided critique and suggestions that the author used in preparing this revision. Validation of these current materials also included a series of field studies that addressed important issues concerning reliability, validity, and the value of assessment to the student. Those validation studies are reported in *The CAEL Validation Report,* 1976; aspects of the findings especially pertinent to content are summarized briefly in Chapter II of this *Handbook.* The author's Preface summarizes the more important issues with which she tried to deal in her revisions and the major changes that distinguish this *Handbook* from the earlier version, originally published as Working Paper No. 6 *A Guide For Assessing Prior Experience through Portfolios.*

Warren W. Willingham
CAEL Project Director

CONTENTS

Preface vii

I. Introduction 1

II. Purpose and Use of the *Handbook* 7

III. An Eight-Stage Model of Portfolio Assessment 11
1. Facilitating Reentry and Portfolio Assessment 11
2. Identifying Prior Learning Experiences 18
3. Expressing Prior Learning Outcomes 21
4. Articulating Prior Learning Outcomes 28
5. Documenting the Experience and Outcomes 31
6. Measuring Prior Learning Outcomes 35
7. Judging Prior Learning Outcomes 45
8. Evaluating and Recording Prior Learning Outcomes 51

IV. Applications of the Model 57

References 63

Appendix A. Basic Assessment Requirements 66

Appendix B. Sample Fact Sheet 67

Appendix C. Sample of Use of CAEL Student Handbook in Life Experience Workshop 69

Appendix D. Sample of a Faculty Development Workshop Agenda 72

Appendix E. Sample Guidelines for an Apprentice System 73

Appendix F. Sample Faculty Questionnaire on Assessment and Evaluation Decisions 74

Appendix G. Sample Time-Line 75

Appendix H. Sample Resume 76

Appendix I. Preliminary Evaluation Outline 77

Appendix J. Sample Autobiography 80

Appendix K. Degree Objectives 83

Appendix L. Sample Competence Levels for One Competence 84

Appendix M. Sample Competence Assessment Program 85

Appendix N. Sample List of Competence Requirements 88

Appendix O. Steps in Writing a Competence Statement 93

Appendix P. Sample Functions or Competences Required for Certification 94

Appendix Q. External Degree Program Competence Evaluation Sheet 95

Appendix R. Prior Work Experience Evaluation Guidelines 96
Appendix S. Preliminary Assessment Form 98
Appendix T. Educational Contract 100
Appendix U. Evaluation Letter 106
Appendix V. Sample of Course Equivalency Statement By Student 107
Appendix W. Sample Guidelines For Noncollege Training 108
Appendix X. Sample General Guidelines 110
Appendix Y. Criteria for Award of Credits 111
Appendix Z. Amount of Credits to Be Awarded 112

LIST OF FIGURES

Figure 1. A Framework for an Eight-Stage Model of Portfolio Assessment 12
Figure 2. Articles of Documentation for Experiential Learning Activities 33
Figure 3. A Framework for Developing a Local Portfolio Model 58
Figure 4. A Hypothetical Configuration for Prior Learning Assessment 60
Figure 5. Assessment of Prior Learning as Part of a Degree Plan UWW Program, University of Massachusetts, Amherst 61

PREFACE

The original CAEL faculty and student guides related to prior learning assessment (CAEL Working Papers No. 6 and No. 7), were written as a result of information gathered from site visits and a mail survey conducted by and in cooperation with representatives from CAEL Assembly institutions. The two guides were circulated and used widely during this past year; numerous suggestions and critical comments were recorded on feedback forms and subsequently incorporated in the new versions. Uses of the revised student *Guide* are described in Chapter II.

Three major questions emerged from this year of tryout, and these were reflected in the revisions of both the faculty and the student guides.

1. Should the guides attempt to further define, or take a position on, what constitutes college-level learning, or should they simply continue to suggest alternative approaches to faculty and students? What approaches should be cited?
2. Should the guides imply that students be required to show a relationship between "old" learning and proposed "new" learning, *or* should this criterion for awarding credit be presented as merely desirable? Some colleges use this as an important criterion; others argue that all college-level learning should be eligible for credit.
3. Should the guides imply that documentation of learning activities be a required step, or should this be presented as optional? Some colleges argue that we are interested only in assessing learning outcomes and not verification of how learning was acquired.

At the Denver CAEL Assembly meeting in May of 1976, a session was held to discuss these questions and to ascertain how Working Papers No. 6 and No. 7 could be revised to accommodate their needs and concerns. Individuals in that session felt that the guides should not prescribe explicit procedures for all institutions for determining what constitutes college-level learning nor should the guides advocate a strong relationship between prior learning and institutionally sponsored learning as the major criterion for an awarding of credit. It was felt that it was the responsibility of individual institutions to determine these criteria. However, it was suggested that the revisions include fundamental guidelines for determining what college-level learning is and for explaining alternate approaches to faculty and students for developing institutional benchmarks.

On question #3, the group and authors agreed that documentation needed to be defined more clearly and that, again, program philosophy and institutional policy would be the crucial factors in deciding whether documentation is a required step in the assessment process.

On the basis of the information from feedback forms and the decisions made at the Assembly session, the following changes were made in the faculty handbook only:

1. The rationale and context for prior learning assessment was fully explicated.
2. In the introduction and first chapter a greater emphasis was included on the

new role of faculty and ways to develop faculty for the couselor/assessor/mentor function.

3. A chapter was added to explain how the portfolio assessment model can be applied to local situations.
4. The appendix was enlarged to include additional materials, some of which are actual sections from portfolios.

It is our hope that the revised faculty *Handbook* and *Student Guide* accurately reflect institutional concerns and will be useful in satisfying the needs of faculty and students who are involved in prior learning assessment.

The following people undertook site visits which provided the information that made this *Handbook* possible. They gave advice and suggestions in the initial development of the work:

Bernice Biggs, San Francisco State University
Anne Calhoun, Metropolitan State University
Larry Daloz, Community College of Vermont
Edward O'Neil, Birmingham-Southern College

We are grateful for the hospitality and cooperation of the following institutions concerning site visits and the sharing of institutional materials with us (some of which are included in the Appendices). Without their help, the *Handbook* could not have been developed:

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Brockport, NY

Sterling College
Sterling, KS

Thomas A. Edison College
Trenton, NJ

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Amherst, MA

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I. Introduction

Though its reaction time has been slow and the changes have come in small increments, higher education has been responsive to the changing needs of the population that seeks its services and credentials since Harvard opened its doors to the young men of the colonies in 1636. In its infancy the classical curriculum of the university was rigidly prescribed as to sequence, content, and location with few options available to the student. Early in our history as a nation, the mastery of such a curriculum led to an academic internal degree that provided the certification for genteel young men to pursue religious, business, or government careers.

Needless to say, higher education in the 1970's provides a sharp contrast. There have been drastic changes in student clientele, curricula, and institutional arrangements. The most significant change has been in the complexion of the student population. Among the 7,844,000 students enrolled in postsecondary institutions as of 1970, a substantial number do not possess the characteristics typical of the heretofore traditional undergraduate. The student population of the 1970's reflects all age ranges, all racial and ethnic backgrounds, and comes to the forum of higher education as a composite of such disparate groups as housewives, accountants, law officers, secretaries, former prison inmates, senior citizens, volunteer workers, and military personnel.

To accommodate student clientele changes, institutions have expanded and redefined what is meant by higher education. In this era of great social change, the university has begun to offer interdisciplinary courses and degrees in an attempt to make coherent what seems to many students to be the chaotic reality of life. These courses and programs, usually within the liberal arts tradition, provide frameworks and theories that cut across subject-matter areas for the purpose of explaining various phenomena and indicate how to arrive at solutions for the problems inherent in our technocracy. Such offerings are often tailored to particular segments of the student population. College bulletins reveal such courses as "The Medieval Mind and the Jewish Experience," "Science and the Humanities," "The Politics of Everyday Work," "Aging in America," and "Images of Women in the Arts." In addition, colleges are making efforts to bridge the gap between the world of academe and the world of work in response to the pressure of the "new" students who seek and demand the inclusion of specific training or retraining in their academic programs. Perusal of the catalogs of two- and four-year colleges reveals course offerings and career programs in fire science, cinematography, hotel management, labor relations, criminal justice, and mortuary science.

Institutional programs designed for obtaining credentials have changed to keep pace with developments in curricula and new clientele. Several hundred external degree programs are offered by institutions today. These include validation degrees such as those offered by Thomas A. Edison College of New Jersey and the New York Regents Degree; competence-based degrees offered by Metropolitan State University of Minnesota and DePaul University in Chicago; or media-based degrees such as that offered by Chicago T.V. College.

Part-time students have become the majority clientele in higher education, resulting in an upgrading of evening division programs and changes in institutional arrangements so that the part-time or the evening student has the same access to faculty and programs as the day-time student has. The junior college has, for the most part, become a community-based learning center that thrives on its interaction with the world of work and community affairs.

All of these developments have had an impact on the role of the faculty in higher education. Faculty members have gradually moved from the scholarly realm of teacher/researcher/evaluator into uncharted areas and are beginning to assume a multiplicity of roles—all the while, perhaps, under the pressure of having the quality and rigor of higher learning threatened because of hastily designed, poorly conceptualized innovative programs. Hall points out that, in the case of the regents-type degree, faculty define degree requirements, competence levels, and standards.[1] In other types of external degree programs, they are learning facilitators. In some statewide higher education systems, planning, implementing, and evaluating programs rest in their hands. In community-based colleges, the faculty become the link between academe and the community. Part-time students have led to part-time faculty members who are part-time university, and part-time industry *or* part-time one university and part-time another. And finally, faculty members increasingly are being placed in the position of offering credentials for learning achieved through experiences outside the classroom.

The Role of Experiential Learning

New students, new curricula, and the changing role of faculty imply innovations in the methods by which learning is acquired and applied. One can no longer assume that an 18-year-old college freshman can receive maximum educational benefit from a somewhat structured, classroom-confined program that promises to award credentials for a profession or lifelong learning. An academic program that would provide the student with field experience, independent work, or other nonclassroom opportunities, as well as classroom opportunities, and would assist him/her in integrating both types of learning situations would seem to be the appropriate educational prescription. Also, it is unreasonable to expect an older student who is returning to college after 10 years as an accountant to be required to take a basic course in accountancy upon enrollment in a professional business program at a university. Learning does not have to be and, in many cases, should not be confined to the classroom or to a certain time in one's life. one's life.

Sponsored experiential learning in the form of field experience, cross-cultural studies, cooperative education, and independent study has achieved wide acceptance in higher education since the formation of the first cooperative education program for engineers at the University of Cincinnati shortly after the turn of the century. However, the academic recognition of learning from experiences a student has had prior to enrollment in an institution that are not sponsored by the institution (e.g., noncollege coursework, work experiences, hobbies, and travel) as opposed to experiential learning sponsored by the institution

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[1]James Hall, "The Role of the Faculty in Experiential Education."

(e.g., cross-cultural learning projects, field experiences, cooperative education) is a relatively new phenomenon.

Although few rigorous surveys have been carried out to determine the extent of such crediting practices, it is estimated that in 1963 fewer than 10 institutions were involved in granting credit for noncollege learning. By January 1974, close to 200 institutions were involved in the process,[2] and even more programs can be added to the list today. The CAEL survey of 3,000 institutions, to which 400 institutions responded, revealed that 40% of the responding institutions granted credit for one or more types of prior learning and 31% granted credit for learning acquired through work experience.

The recognition of the benefits of sponsored or nonsponsored out-of-classroom experiences is becoming more common among faculty and administrators. There are questions, however, which cause some dispute: How can student and faculty determine the learning outcomes of such experience? If learning outcomes or competences can be culled from experiences, how does one decide if these are worthy of college credit? How should experiential learning be assessed? How does one determine the level of student attainment? How can these levels be translated into college credit or recognition? Will such crediting practices "water down" academic standards?

This *Handbook* deals with the questions above as they pertain to one type of experiential learning. It will not focus on learning sponsored by an institution but on those experiences that a student had had prior to enrollment in an institution that are not sponsored by the institution.

Prior Experience vs. Prior Learning

For the purpose of this *Handbook*, prior experiences, whether work experiences, community volunteer activities, or hobbies, can be considered as types of off-campus classrooms in which time is spent and tasks are performed. Such situations are comparable to the college classroom in that the number of hours spent in the classroom and the mechanics of completing assignments do not, in fact, represent what the student has learned in the course; it is agreed that time spent and obligations met in either nonclassroom or classroom experiences do not represent learning. In both cases, learning can happen. Knowledge can be gained and applied in a variety of situations. Learning how to learn through the development of skills in problem solving, analytical thinking, and synthesizing can evolve from both types of experiences.

In the classroom, it is hoped (though not always realized), that these outcomes are described and monitored by a discipline, department, or faculty and are frequently measured by means that most often consist of objective tests, term papers, projects, and experiments. In real life (a classroom without walls), syllabi and tests, the organization of learning outcomes, prescription of exercises, and formal recognition rarely exist, and the supervision and monitoring that occurs in the classroom is frequently absent. Because of this and the individualized nature of experiential learning, typical paper-and-pencil measures of performance do not lend themselves readily to the assessment of this type of

[2]Peter Meyer, "Awarding College Credit for Noncollege Learning: A National Perspective," 1974.

learning. Certainly, if recognition is to be given for the learning achieved through classroom *or* nonclassroom experience, educational outcomes should be stated, documented, measured appropriately, and then evaluated with the academic credential in mind.

What Is a Portfolio?

In a narrow sense, a portfolio is a file or folder of information that has been accumulated about a student's past experiences and accomplishments. It can be the vehicle for organizing and distilling raw prior experiences into a manageable form for assessment. A portfolio is not only a product, it is also a *process* by which prior experiences can be translated into educational outcomes or competences, documented, and assessed for academic credit or recognition. It is the process, open to alternate procedures, rather than the tangible portfolio that will be emphasized in this *Handbook*.

The Students to Be Served

The *Handbook* pertains mainly to one type of student—the adult. More and more we are reminded of the potential of the adult market in higher education[3] and the future decline in the enrollment of 18-year-olds.[4] The Commission on Non-Traditional Study has estimated that 77 percent of adult Americans are interested in learning more about subjects and skills; adults with some postsecondary education are likely to desire more education on this level. Even now colleges report that the average age of enrollees is creeping upward. Therefore, there is much interest in granting credit for the results of rich and long experiences that may come with maturity so that the adult can shorten the time needed to obtain a degree that he or she could not acquire at an earlier time. The right to access of credentials has been stated clearly by Meyer.

> The adults, with a variety of learning experiences already behind them, have the right to have that learning assessed and evaluated for academic credit. To do less would be to perpetuate a system of social injustice.[5]

Several factors about this student population should be noted to aid faculty and administration in conceptualizing and designing appropriate prior learning assessment procedures:

1. Older adults have less free time than younger students because of many roles, jobs, and duties they must perform in everyday life.
2. Students who are applying to higher education institutions generally have been away from systematic education for a long time and may feel insecure and somewhat intimidated in their first forays into higher education.

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[3]David Trivett, *Academic Credit for Prior Off-Campus Learning*; and Carol H. Shulman, *Premises and Programs for a Learning Society*.

[4]Harold Hodgkinson, "Needs and New Priorities in Higher Education."

[5]Meyer, "Awarding College Credit for Noncollege Learning: A National Perspective," 1974.

3. Adults return to school or enroll in school for the first time at a considerable expense to themselves and perhaps their families, whereas the younger student often is supported wholly or partially by parents throughout college. Also, younger students find it easier to obtain financial aid than older students.
4. Adults are limited in the number of schools to which they may apply for two reasons—their overall immobility and the scarcity of special programs available to them in a specific geographical area.
5. Adults entering programs will, in most cases, be noncampus residents within driving or commuting distance of the institution of their choice.

These factors and other characteristics of adult learners imply that:

1. The portfolio process should be routinized so that the student should be able to apply his/her limited time resources effectively. Much time will be wasted if the student does not know what is expected of him/her during assessment or if assessment procedures are not precisely described.
2. Descriptive booklets and brochures, that are more helpful than the usual short "blurbs," should be provided to aid the student in gathering data for assessment. If the student is properly informed, an early assessment with an award of credit or recognition often serves as motivation to further learning. With some students it is better to wait for assessment until a later point in their progress towards the degree.
3. The process of collecting information for assessment should be one in which the student has an opportunity to sort out some ideas about him- or herself and lifelong educational goals. Information about prior learning should be a type of presentation of self that should increase the student's self-confidence and self-esteem.
4. Prior learning assessment should be worth whatever the adult is charged for the process. It should be equitable and rigorous. In addition, in order for the adult to obtain his/her money's worth, assessment should not be only a headstart procedure where students buy credits to accelerate the time needed to secure a degree. The entire process of assessing prior learning can be in itself a learning experience for the adult, worthy of being included in the goals of higher education. On the other hand, there is nothing wrong with recognizing the psychological value of acceleration produced by the process if the process relates to degree goals and the assessment is sound and productive.
5. Since adults often are limited in the types of programs available to them because of overall immobility, their choice of institution or program is not always their first and best choice. Therefore, institutions will have to exhibit a certain degree of flexibility in assessing prior learning, integrating prior learning with student goals, and planning individual programs.
6. Assessment services and degree planning activities must be available at unconventional times and places to compensate for the possible absence of the student on campus for that portion of the day when regular services such as those of the bookstore, the registrar, and other busi-

ness offices, and of the faculty for conference hours are offered to traditional students.

In considering students for assessment credit, the more traditional 18- to 22-year-old should not be forgotten totally. Often these students have a variety of meaningful, in-depth experiences that are worthy of assessment for academic credit. These experiences might include extracurricular high school activities such as newspaper, yearbook, extensive club work, "Outward Bound" type activities, performing arts, artistic achievement, business, and "Junior Achievement." Whenever these activities have involved a large commitment on the part of the student, academic credit should be considered. Credit usually is not given for activities that have already earned academic recognition in high school.

Remember that it is as important that credit be given for the student's ability to identify the learning outcomes of the experience as that credit be given for the experience itself. This is particularly important when credit is awarded to the 18- to 22-year-old student.

Traditional vs. Nontraditional Education

The consideration of assessment and credit for prior learning probably began in conjunction with the founding of innovative, nontraditional institutions of higher education. In recent years, because of the gradual influx of adults into postsecondary education, the opportunities for presenting prior learning for academic recognition are found in many institutions heretofore considered traditional. There has been a significant blurring of sharp distinctions between nontraditional and traditional education. Well-established universities are admitting nontraditional students and offering experimental or operational nontraditional programs and degrees. Some of them, hoping they would promote and speed up educational innovation of the more traditional campus, have sponsored experimental colleges on their campuses. Even where nontraditional programs and experimenting colleges do not exist and where adult students are few in number, many institutions have attempted to accommodate older students on an individual basis, by allowing, for example, special procedures to be used to grant course waivers or advanced standing for prior learning.

This is certainly not to say that the assessment procedures involved in the portfolio process are irrelevant to traditional forms of teaching and learning on college campuses where they do exist. It is safe to assume that all higher education institutions should be apprised of improved and alternate methods of assessing student accomplishments that are valid and equitable—methods that take into account the individual nature of students and their learning experiences. It is reasonable to expect that the development of improved methods of assessing prior learning by means of the portfolio should benefit higher education in general.

II. Purpose And Use of the *Handbook*

This *Handbook* for the assessment of prior learning by means of the portfolio is not meant to be a step-by-step cookbook that could be used to standardize the assessment of prior learning among institutions (although some individuals have hinted that they would like the time-consuming job of developing guidelines and policies for an assessment program lifted from them and turned over to an agency or group like CAEL to be planned and standardized as a service to institutions). However, the majority of CAEL institutions feel that the fluctuating nature of higher education and the diversity of institutions that have made or are in the process of making a commitment to recognize learning from life experiences indicated that this report would not be useful if presented in such a fashion. A highly specified set of procedures rob institutions, faculty members, and students of the flexibility that would allow for individual and equitable assessment practices while maintaining institutional standards. Instead, the *Handbook* outlines practical alternatives at each step in the assessment process. The alternatives, described with both their advantages and disadvantages, are procedural components that can be assembled into a portfolio process so that a comfortable fit between sound assessment practices and institutional requirements can be obtained.

The *Handbook* provides procedural choices in a framework which organizes the portfolio assessment process into eight stages.[6] These stages are:

1. **Facilitating Reentry and Portfolio Assessment.** Many adults seeking new learning opportunities which include credit for life experience learning have "dropped out" of the educational community after high school or several years of college attendance. For this reason, they may bring with them a tinge of a sense of failure. Their reintroduction to academe may take on the guise of therapy rather than learning. The building of confidence and the experiences that result in personal success are important.[7] Many adults express a need for a personal contact, guidance, and relationships with faculty and other students when they return to the educational setting. Institutional arrangements must facilitate reentry, and initiate and follow through with guidance throughout the prior learning assessment process.
2. **Identifying Prior Learning Experiences.** It is a relatively easy task to list and tally experiential situations in the form of jobs held, foreign countries visited, hobbies pursued, workshops attended, books read, volunteer work done. Such a cataloging primes the assessment process. These are the precursors and settings for the acquisition of learning, however, they are not what should be ultimately credited or recognized.
3. **Expressing Prior Learning Outcomes.** Assessment really begins at the stage where the student sifts out those specific learning outcomes or competences accrued from life experiences. Thus, it is at this point that the

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[6]For a useful supplement to this guide see Peter Meyer, *Awarding College Credit for Noncollege Learning*, 1975.

[7]Norman MacKenzie, et al., *Open Learning: Systems and Problems in Postsecondary Education*.

student, perhaps with an advisor, decides *what* is to be assessed. This is no easy exercise, especially for those individuals who have had a limited and/or unsuccessful contact with higher education and who lack the sophistication or ability to verbalize what they "know they know." In addition, adults have the tendency to discount many of their experiences as being insignificant in their educational repertoire. When stimulated and encouraged by appropriate techniques and guidelines, students can translate experiences into learning outcomes.

4. **Articulating Prior Learning Outcomes.** Once learning outcomes or competences have been identified as resulting from prior experience, judgments should be made as to how and if these can be incorporated into the degree program of the student and, in some cases, the lifelong educational goals of the student. It is important to realize that institutional objectives, goals, and degree requirements may play an important part in the articulation process. While undergoing this process, the student frequently learns how the institution defines its degree and where his/her prior learning experiences fall within this definition. Although in some institutions the nexus between learning outcomes and degree requirements is the basis for the articulation process, it is desirable also to view the student's learning in the context of an overall lifelong learning plan.
5. **Documenting the Experience and Outcomes.** Documentation is a process by which the student shows that he or she had the prior experience or presents specimens or products that may serve as evidence of the outcomes resulting from the prior experience. It may take many forms, ranging from letters to professional licenses. Documentation, by itself, does not prove that learning resulted from a student's prior experience. However, such a process provides information for assessors, and it also provides the student with a device that can trigger the details surrounding the experiences (when, how long, with whom) and ultimately the learning outcomes that resulted from the experience.
6. **Measuring Prior Learning Outcomes.** At this stage there is some attempt to ascertain the nature of the learning acquired and the level or extent of learning attained by the student. Although the oral interview is the most common technique used to obtain information about learning acquired through experience, other measurement devices used in psychology, business, and the military are applicable to this measurement situation.
7. **Judging Prior Learning Outcomes.** No matter what measurement techniques or instruments are used, expert judgment in the form of ratings and/or cutoff scores must be employed. Because prior learning assessment does not lend itself to normative measurement procedures such as multiple-choice tests, and expert judges, therefore, are utilized in the assessment process, care must be taken in the judging situation to assure equitable and consistent assessment. The same experts may be called on to apply themselves to the next step in assessment.
8. **Evaluating and Recording Prior Learning Outcomes.** The difference between measuring and evaluating learning outcomes is not always clear-cut since both involve comparing a student's accomplishments with

previously determined standards. However, at the evaluation stage, criterion standards are applied to the results of the measurement situations used in assessment (e.g., oral examinations, problem-solving exercises, role-playing, and/or interviews) in order to determine how much the learning is worth in academic currency. Somehow the student's accomplishments must be communicated in a way that is understandable to other individuals such as employers and admissions officers in other institutions. In the case of traditional learning outcomes, course titles, number of credits, and grades have been the usual transcript format; however, the results of prior learning assessment in most situations cannot be recorded in this fashion. Ideally, prior learning transcripts should provide information concerning the nature and description of the learning outcomes and the assessment process.

Reliability and Validity of Prior Learning Assessment

Research literature abounds with statistical indices of reliability and validity for traditional measurement techniques. Statistical abstractions do not easily apply to the area of prior learning assessment since the process relies heavily on faculty judgments. It is more appropriate to define reliability in terms of adequate consistency in judgments to ensure equity to individual students. Validity refers to reasonable agreement among faculty, employees, graduate schools, and the student concerning what learning outcomes are required of the student. Validity could also refer to the utility of the assessment experience to the student—is it a beneficial learning activity?

The CAEL field research studies conducted in 1975-76 attempted to obtain some evidence on the reliability and validity of experiential learning assessment practices within and across institutions. Assessment of prior learning through the portfolio (Area B) was one major area on which research focused. Ten institutions were involved in portfolio assessment research. The major question concerning reliability that was investigated was: Are faculty reasonably consistent in awarding credit for the same portfolio? Validity questions investigated were: (1) Do faculty agree on what constitutes college-level learning? (2) Is prior learning assessment a useful learning experience?[8]

The following paragraphs summarize briefly the answers to these questions insofar as the field research findings suggest and permit.

Do faculty agree on the amount of credit awarded for portfolios? In this study, faculty within institutions appeared to agree moderately well in their evaluations of credit for portfolios (both local portfolios and illustrative portfolios). On the other hand, institutions differed widely in the amount of credit they awarded to their own local portfolios and the credit they were willing to award to portfolios that did not come from institutional files. Individual portfolios were often evaluated somewhat differently by different institutions.

Do faculty agree on what constitutes college-level learning? The results in-

[8]For a detailed report of this research, see Warren W. Willingham and Associates, *The CAEL Validation Report*. For a summary, see Warren W. Willingham, John R. Valley, and Morris T. Keeton, *Assessing Experiential Learning*.

dicated that there was only a modest degree of agreement among faculty within institutions as to what specific types of learning deserved college credit. Across institutions, some colleges tended to be generally more lenient than others in judging learning to be worthy of college credit, but there was no evidence that colleges differed systematically as to the creditability of specific instances of learning.

What is the educative value to the student in developing a portfolio and having it assessed? The results clearly suggested that students who had participated in portfolio assessment exhibited greater self-awareness concerning their learning and their goals than did students who had not participated. There appeared to be significant differences from college to college in the extent and nature of this positive effect.

Regardless of the results of field research, institutions and faculty can take steps now in *assuring* rather than in *proving* valid and reliable assessment. Willingham has outlined some basic requirements in assessing experiential learning suggested by current good practice and principles that have been developed in the educational measurement field.[9] These principles could serve as basic elements in the design of a sound prior learning assessment process at any institution (see Appendix A).

[9]Warren W. Willingham, "Critical Issues and Basic Requirements for Assessment."

III. An Eight-Stage Model of Portfolio Assessment

This section of the *Handbook* is concerned with describing alternative procedures that can be considered for use at various stages of portfolio assessment. It is an attempt to individualize the *Handbook* so that each faculty member can choose and assesmble components into a portfolio process which is tailored to institutional needs as well as individual student needs. The eight stages in the portifolio process and the alternative procedures that can be employed at each stage are shown in Figure 1 and are described in the major sections in this chapter. Institutional philosophy and resources and faculty concerns will, of course, influence the decisions made about the components. The advantages and disadvantages of each of the alternatives are discussed to better inform faculty members in making these decisions, and, wherever possible, sample documents such as checklists, forms, outlines, instruments, and descriptions collected from cooperating institutions are included in the Appendices. Procedures described under each of the stages are not necessarily mutually exclusive. Several methods or techniques can be used in each assessment stage as a means of providing program flexibility that is needed in dealing with a heterogeneous student population who bring a wide variety of experiences for assessment.

1. FACILITATING REENTRY AND PORTFOLIO ASSESSMENT

At the outset of the prior learning assessment process, faculty must assume that many individuals returning to college after a long hiatus or coming to higher education for the first time may feel somewhat insecure and intimidated by the prospect of setting down learning outcomes achieved from their everyday pursuits. In fact, many adults have never thought of their life experiences in the context of higher education. If they have, they may not feel that learning from noncollege experiences is at a level which is worthy of college recognition.

On the other hand, some faculty members, faced with portfolio assessment for the first time, wrestle with problems such as acceptance of the value of noncollege learning, proof of learning, levels of mastery, criteria for judging competences or skills, and decisions for awarding credits. Attitudinal problems emerge such as the resistance on the part of faculty to consider life experience learning for credit. This strong resistance may result from the fact that faculty feel that such crediting practices cheapen the degree and lower academic standards. Still another cause for resistance is probably due to the fact that faculty feel that their professional responsibilities and their very livelihood are being threatened by such practices. Some of these attitudes are misconceptions. For example, adult students in special programs that credit prior learning are usually talented students who earn their life learning credits and are capable of achieving learning goals in the classroom. Contrary to what some faculty may think, classroom experience is desired by most adults who are seeking credit for life experiences. Enrollment for such classroom activities continues to increase in those institutions where well-conceived programs are in operation.

Because of these feelings and problems, it is advisable to have some suppor-

tive institutional arrangements or materials to aid the student and faculty in visualizing and executing the entire portfolio process. Some types of institutional arrangements and materials that can aid the student and the faculty member in the overall assessment process are described in the following pages.

Figure 1

A Framework for an Eight-Stage Model of Portfolio Assessment

1. **Facilitating Reentry and Portfolio Assessment**
   a. Counseling (p. 13)
   b. Mentoring (p. 13)
   c. Life/prior experience workshops (p. 14)
   d. Educational planning course (p. 15)
   e. Educational brokering organizations (p. 15)
   f. Self-instructional materials (p. 16)
   g. The CAEL Student Guide (p. 16)
   h. Faculty workshops (p. 17)

2. **Identifying Prior Learning Experiences**
   a. Time-line method (p. 19)
   b. Resumes (p. 20)
   c. Work packets and outlines (p. 20)
   d. Autobiography (p. 21)

3. **Expressing Prior Learning Outcomes**
   a. Institutional goals (p. 23)
   b. Competences (p. 23)
   c. Occupational and technical skills (p. 26)
   d. Taxonomies (p. 26)
   e. Courses (p. 27)

4. **Articulating Prior Learning Outcomes**
   a. Intellectual narrative (p. 29)
   b. Thematic narrative (p. 29)
   c. Degree pacts or contracts (p. 30)
   d. Learning contracts (p. 31)

5. **Documenting the Experience and Outcomes**

See Figure 2, page 33

6. **Measuring Prior Learning Outcomes**
   a. Product assessment (p. 36)
   b. Interviews and oral examinations (p. 36)
   c. Simulations (p. 38)
   d. Performance tests (p. 40)
   e. Essays (p. 40)
   f. Objective paper-and-pencil tests (p. 41)
   g. Self-assessment (p. 43)

7. **Judging Prior Learning Outcomes**
   a. Individual faculty member in a relevant area (p. 48)
   b. Permanent faculty committee representing various disciplines (p. 48)
   c. Permanent interdisciplinary faculty committee and individual faculty expert (p. 49)
   d. Departmental faculty committee (p. 49)
   e. Outside experts (p. 50)
   f. Alumni experts (p. 50)
   g. Peers (p. 50)
   h. Assessment team (p. 50)

8. **Evaluating and Recording Prior Learning Outcomes**
   a. Courses offered in the college (p. 51)
   b. Subject or discipline area (p. 52)
   c. Competences (p. 52)
   d. Holistic evaluation (p. 53)
   e. Degree or contract requirement (p. 53)
   f. Number of years of experience (p. 54)

Counseling

An individual who assumes the counseling role should be well-versed in the programs, courses, and academic departments and/or colleges within an institution, should be trained in the guidance of adult students, and should be sensitive to the characteristic differences between the adult learner and the younger student. The counselor initially works with the student to determine the student's educational goals and what program, course of study, or degree plan is most suitable at that particular time for the student to pursue to achieve these goals. At this point, the student is motivated by the counselor to think about how learning that has resulted from prior experiences can be integrated with his/her educational goals. The counselor should help to set the ground rules for assessment so that the student understands clearly how to prepare portfolio materials for assessment and how he/she will be assessed. This process can be supplemented with fact sheets or checklists which the student can use when working on the portfolio. (See Appendix B.)

The counselor works with students in each stage of the assessment process up to the measurement stage where students, with their portfolios, usually participate with faculty, peers, and/or outside experts in a review process in which learning outcomes are measured and evaluated. The counselor can sit in on this meeting or series of meetings as an arbiter/mediator or to clarify points concerning student portfolios. However, the counselor does not assess students or grant college recognition for experiential learning. If the student is not satisfied with assessment outcomes, he or she may engage the counselor later for assistance through an appeal procedure.

Having the counselor outside a faculty role has advantages. The conselor will never be put in the role of assessor and therefore will be viewed by the student as being excluded from the judgmental aspects of portfolio assessment. Because of this, students will probably be more open with the counselor and will feel freer to discuss personal and academic problems.

In many institutions counselors also perform administrative functions. Meeting with the student frequently, counselors monitor student progress at checkpoints throughout portfolio construction. Routing the portfolio to appropriate faculty and administrators is usually one of the counselor's tasks.

Mentoring

A mentor has a different relationship with the student than the counselor has. The mentor is an appointed or student-chosen faculty person, outside expert, or peer who represents an area of expertise in which the student may wish to pursue independent study, a learning contract, or a degree.

The mentor is concerned particularly with shaping the portfolio process so that maximum educational benefit can be derived from past learning as it applies to the student's educational interests. This includes integrating prior nonsponsored learning with major pieces of academic or experiential work sponsored by the institution. The role of mentor contrasts with that of the discipline-free counselor, who is concerned mainly with institutional requirements to be fulfilled by the student.

The *academic mentor,* affiliated with the institution in which the student is enrolled, is in a good position to determine whether the student's past experiences

and learning lend themselves to inclusion in long-range educational plans. Judgments as to whether prior learning will stand up under rigorous assessment procedures in the context of higher education are appropriate for his dual role as teacher and advisor.

An *applied mentor*, a professional living in the student's community, counsels a student on academic matters as they relate to the world of work, and advises on additional field experiences to fill in gaps in prior learning, especially if prior learning is to be a strong knowledge and skills base for the student's degree program. The applied mentor eventually may contribute guidance for job placement or further academic work in professional or graduate schools. This type of mentor is often more facile than a faculty member at listing and expressing learning outcomes resulting from hands-on, nonclassroom experiences. More specifically, applied mentors are required in situations where there is no faculty person qualified in the professional area in which the student is interested.

A *peer mentor* is a student or recent graduate who has been through the portfolio and degree process and is chosen by the student as a personal advocate and conferee. The peer mentor can appreciate the student's problems in integrating educational goals, courses and projects, and past learning experiences and can offer useful, pretested procedures for successful portfolio construction and educational planning.

For assessment to be objective and consistent across students and degree programs, it is not advisable for a student's mentor(s) to participate in the measurement and evaluation stage of his or her portfolio (other than in the role of advocate or arbiter). Unfortunately, this guideline cannot always be adhered to because of limited faculty/community resources in terms of number of available mentors and time. Frequently mentors will find themselves on portfolio evaluation or assessment committees that are judging students to whom they are assigned as mentors. In this case, the mentor can refuse to exercise judgment on the portfolio or can request that assessment not proceed until an alternate for him is assigned to the committee.

In some institutions one person fulfills the role of both counselor and mentor and is frequently labeled an *advisor*. The advisor serves as an advocate, a reviewer, and an instructor, but not as an assessor for a particular student.

Life/Prior Experience Workshops

These workshops, which are noncredit activities and meet from one to several times, are designed to deal primarily with portfolio assessment, although the students probably will have to consider and discuss institutional requirements at some point during the workshop. In institutions with large adult enrollments, participants could be grouped according to types of prior/life experience (e.g., homemaking, sales, nursing, or data processing) or according to intended college major or area of interest (e.g., environmental science, marketing, or criminal justice). General objectives of workshops include: (1) examining prior/life learning in terms of higher education, (2) identifying learning outcomes gained from prior experience, (3) organizing learning in terms of disciplines, areas, competences or themes, and (4) documenting learning. In some cases, students also decide specific methods by which they would like their learning to be assessed. The end product of the work-

shop may be a plan for portfolio construction in the form of an outline, or it may be the entire portfolio.

Charging a fee for the workshop is typical in both private and public institutions. Frequently the fee is refunded if the student is awarded less than the minimum number of credits specified by the institution.

Leadership of workshops may fall to a counselor or faculty members. Having faculty members lead workshops gives them the experience of working with adult students as background for a possible counseling or mentor role, provides an orientation for viewing the role of nonsponsored learning in the context of higher education, and prepares them for more effective judgments when they are placed in the role of assessors.

The major advantage of the workshop arrangement is that students at the reentry level can share problems and exchange ideas and, therefore, it provides more input and is more efficient, in some situations, than the one-to-one counseling arrangement.

Educational Planning Course

A number of universities require that students who seek credit for prior learning be enrolled in an educational planning course. Although the course is primarily for the student to plan an educational or degree program and to individualize institutional offerings, a significant portion of the course is devoted to instructing the student in the prior learning assessment process.

Appropriate topics for the course might include:

1. Analyzing and capitalizing on learning assets and past experiences.
2. Developing educational goals.
3. Determining appropriate models or programs for earning an undergraduate degree.

The student receives academic credit (usually one to three credits) for completing the course. This usually has a beneficial effect on the attitudes of the student in that it legitimizes the experience as part of the curriculum, and therefore reinforces the assumptions that prior learning is valuable in higher education and that educational needs can be dealt with by institutions on an individual basis. Although counseling and mentoring ideally should be available in addition to a planning course, it is possible that a course in educational planning, if properly designed, is sufficient for portfolio preparation.[10]

Educational Brokering Organizations[11]

Recently, agencies outside of institutions have emerged to recruit and counsel adult students for colleges in a specific geographic area, institutional consortium, or statewide higher education system. These agencies focus on student needs and

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[10]Metropolitan State University, *Individualized Educational Planning.*

[11]For an explanation of educational brokering and a list of agencies, see James M. Heffernan, Francis U. Macy, Donn J. Vickers, *Educational Brokering: What Is It? How Does It Work?*

design their services in cooperation with institutions and faculties, and they are useful especially to students who have particular educational goals and needs for which they cannot find suitable educational arrangements.

The major mission of educational brokering organizations is to counsel students, individually or in a workshop arrangement, in (1) setting educational goals, (2) selecting appropriate colleges and programs of study which will lead to goal attainment, (3) maximizing educational benefit from prior experience, and (4) preparing for assessment of experiential learning. They act as advocates or educational brokers for the students, and may design and offer faculty workshops in assessment procedures.

These agencies do not offer formal courses, or grant credit. In some cases, they do arrange and facilitate learning assessment. They are not constrained by faculty or institutional and program regulations. For these reasons, counseling services are able to give maximum consideration to characteristics of the adult student population and to allocate maximum resources to meet individual student needs.

It is not uncommon at institutions that faculty who serve as mentors or advisors must ultimately assess some of their advisees. Educational counseling services eliminate the subjectivity of "wearing two hats" by separating counseling and portfolio preparation from evaluation. The major problem with counseling agencies is that when the procedures for preparation of the portfolio are designed, care must be taken that there are clear communication lines with the administration and the faculty of the institutions to which their clients seek admission. Another drawback could be cost to the student. Counseling fees must not be so high that students will be prohibited from availing themselves of extrainstitutional agencies.

On the positive side, because educational brokering agencies specialize in dealing with nontraditional students and methods of translating nontraditional learning into outcomes that are acceptable to higher education, these agencies can be instruments of change in institutions that receive their clients. They are frequently in the position of suggesting assessment procedures, individualized learning experiences, and special programs to institutions for the clients they serve.

Self-Instructional Materials

In institutional situations where counseling services are at a minimum, where it is difficult for the student to attend advisory sessions or workshops, where colleges have too small a number of applicants for prior learning assessment to warrant special individual attention, self-instructional materials can be utilized. These materials might include videotape, filmstrips, audio-cassettes, slide-tape presentations,[12] or student workbooks.

The CAEL Student Guide[13]

The *Student Guide* which is the companion to this *Handbook* can be used as (1) a

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[12]For information about two slide/tape presentations write to: Jane S. Permaul, Dean, Experimental Educational Programs, University of California at Los Angeles; or Eugene J. Kray, Dean of Community Education, Delaware County Community College, Media, Pennsylvania.

[13]See Aubrey Forrest, *Assessing Prior Learning—A CAEL Student Guide*.

self-instructional guidance tool or (2) materials that can be incorporated into a life learning seminar (Appendix C). The *Guide* has been prepared especially for students and will be especially useful to those who are constructing a portfolio for any type of institution or program offering portfolio assessment as an option. Examples of actual students and their learning experiences are used throughout the guide; learning exercises are provided so that students can practice the techniques needed for portfolio development.

Faculty Workshops

In the small site visit study, which laid the groundwork for this paper, findings concerning faculty and their involvement in the assessment process included the following:

1. None of the 32 institutions visited had formal faculty workshops or seminars for aiding faculty in acquiring assessment techniques.
2. Few institutions used assessors outside the institution for judging the extent and level of a student's prior experiential learning, and most institutions appointed assessors so that the subject area expertise on the part of the faculty judge was matched with the learning of the student. In other words, skills, learning or competences were anchored in a subject area rather than generalized so that, for example, a psychology professor as well as a biology professor could assess a student's understanding of the scientific method.
3. Formal faculty and student guidelines and workbooks for portfolio construction and assessment were either nonexistent at some sites or, at others, guidelines were skimpy or vague, indicating a failure of institutions, faculty, and students to come to grips with two major questions—What is creditable? What standards are to be used to arrive at the number of credits or academic recognition to be awarded to students for prior learning?

These findings point clearly to the need for placing the skills needed for assessment and the planning and implementation of programs in the hands of those individuals who are responsible for maintaining academic quality—the faculty. Workshops or seminars could fulfill this need; however, these arrangements are usually not an effective tool for developing and refining portfolio procedures and special educational programs unless the entire faculty is involved. Total involvement can be accomplished by breaking down various aspects of prior learning assessment into topics for faculty committee work. This will eventually result in guidelines for portfolio construction and assessment. Topics for discussion and separate work might include:

1. What is meant by nontraditional programs in higher education, and what role do they play?
2. What are the educational objectives for degrees offered by an institution?
3. Should and can degree objectives be translated into competences?
4. What are the educational and personal needs of adult learners?

5. What is the role of prior learning in higher education?
6. How can prior learning be assessed?
7. What special programs can be devised for nontraditional students?

In addition, a faculty task force committee could work on hypothesizing what competences and learning outcomes could result from particular types of life experiences and drawing up guidelines for their assessment. For example, one committee could concentrate on work experience, one on travel experiences, still another on community activities, and so on, or the breakdown might be according to fields (e.g., health sciences, human services, and humanities).

Once guidelines have been devised, then the faculty could try them on an experimental basis with a group of students in a pilot program. Follow-up committees could improve and further develop these guidelines and procedures. Steering committees and overlapping committee participation would assure continuity from one committee to another. Thus, more and more of the faculty would be involved in developing institutionally tailored assessment procedures and educational programs that are responsive to student needs. Such a faculty workshop plan would take an academic year for implementation and should be done with the help of outside consultants and educational brokering services.

Another approach, which is not institution-based and involves a wider dissemination of assessment and program planning skills to faculty, is the CAEL Faculty Development Program.[14] Briefly, the program, using a training of trainers model, has trained 12 faculty teams from various institutions throughout the country in assessment and program planning skills and strategies for changing resistant attitudes toward experiential learning.

Each team will, in turn, train 10 to 12 other teams on a regional basis. The second wave of trainees will then run workshops on their own campuses or nearby institutions.

Workshop programs and resource materials will emphasize "hands on" experience with assessment and attitudinal problems. (See Appendix D for an example of a workshop program.)

If workshop models are not possible, frequent faculty meetings or an apprentice system should be encouraged (see Appendix E). At least faculty should be encouraged to evaluate and note the bases for their assessment and evaluation decisions in an effort to arrive at consensus for judgments so that students are assured of consistency in the assessment process (see Appendix F).

2. IDENTIFYING PRIOR LEARNING EXPERIENCES

Although learning outcomes ultimately are credited in the portfolio process, the student must begin with the experiences that provided stimuli for these outcomes. It is a difficult and somewhat threatening task for an adult to look over the past and dredge up the pleasant and unpleasant life experiences that may have provided grounds for learning. Several techniques can be used to help the student list and organize prior experiences in preparation for translating them into learning outcomes.

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[14]See the *CAEL Faculty Development Program Final Report*.

Time-line Method

The student is asked to list the years or blocks of years since high school graduation and write down those significant experiences and activities, no matter how small, that were undertaken for each period of time. It should be noted that experiences, unusually rich in educational content, undergone during childhood or high-school years could be included (e.g., hobbies and early work experience). In a third column the student comments on those experiences (see Appendix G). From this time-line the student extracts those experiences which he or she feels have resulted in learning or were satisfying or unsatisfying experiences.

After these experiences have been extracted, the student may organize them into a format that looks like a resume or vita (see Appendix H). The format might look like the following:

1. Work experience
2. Education
   a. College
   b. Noncollege
3. Societal
   a. Organizational (clubs)
   b. Political
   c. Volunteer services
4. Hobbies
5. Special interests
6. Other (those experiences not easily placed in other categories)

or

1. Employment
2. Noncredit courses or training programs
3. Organizations, awards
4. Licenses, awards, professional organizations, offices held
5. Specified demonstrated competences (e.g., flying)
6. Publications, reports
7. Military experience
8. Other

or

1. Work activities
2. Homemaking activities
3. Volunteer activities
4. Noncredit courses and seminars
5. Travel
6. Recreational activities and hobbies
7. Independent reading
8. Conversations with experts

Any number of categories can be devised depending on the philosophy and goals of an institution or its programs. For example, some schools do not recognize

noncredit courses and training offered by companies or proprietary institutions; therefore this category would not be included in the resume. Other schools only recognize career experiences gained through actual job-related activities and noncredit training situations related to on-the-job instruction or special schools; therefore noncredit employer-sponsored courses would be included in the resume. In some programs, students are encouraged to create their own categories. These might cut across experiences such as those undergone in employment, night courses, the military, and community organizations and could be organized according to topics, themes, or skills such as counseling, teaching, leading; professional enrichment, societal; or private, personal, public.

Resumes

If the time-line method is not used, institutionally prescribed resume formats are frequently made available to the student using the various categories mentioned above. Sometimes students are asked to compose resumes in the same fashion as though they were applying for a job. However, without a time-line approach or special counseling, many experiences may be left out simply as an oversight on the student's part. This is especially true in the case of students who have had a number of years of practical experience outside a college campus. Also, resume outlines tend to ignore or delete certain nonpaying activities such as travel or homemaking.

Home management experience appears infrequently in portfolios because many colleges feel that home and child care provide few learning opportunities that fall within the scope of higher education. Furthermore, there has been little effort expended by institutions and, for that matter, by women to translate domestic experiences into measurable competences and skills. Several projects are now underway to develop lists of skills and competences in this area.[15] The portfolio investigations revealed that when childrearing and homemaking were listed with resulting learning outcomes, less credit was awarded than for other experiential learning described in the same portfolio. The exceptions were in cases where women had organized play groups, taken courses on natural childbirth and child care, or had become foster parents. Awards for cooking and gardening were also recognized.

Work Packets and Outlines

These materials are stylized by institutional program philosophy and assessment structure and arrangements to elicit specific information from the student. This information is the preliminary data base from which student and counselor can work to better prepare the student and his or her portfolio for evaluation procedures (see Appendix I).

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[15]For several methods of identifying and assessing home management skills see Ruth Ekstrom and Marlaine Lockheed, *What I Can Do—And How I Can Get College Credit for My Skills*; Ruth Nickse, *Identification and Assessment of Competencies Acquired in Home Management*; and Judith Pendergrass, *Interview Applications*.

Autobiography

No matter what technique is used to produce a list of life activities, the student usually is required to give more information about the experience itself to facilitate later documentation. Information might include:

a. Name and title of supervisor
b. Designation of where the experience took place
c. Description of the duties, tasks, or activities performed
d. Definition of the relationship with others if the experience included others
e. Time spent in the experience

The student could combine the time-line, resume, and descriptions in a narrative similar to the sample autobiography in Appendix J.

3. EXPRESSING PRIOR LEARNING OUTCOMES

Arthur worked as a nurse for 10 years in various convalescent homes; Bob has been a proprietor of a gift shop for three years; Cathy has been a reading aide in a local elementary school; and Dan, an executive, has participated in extensive leadership and management training courses sponsored by his employer. These are brief attestations that various experiences took place; they are not statements of competences or learning outcomes and, therefore, cannot be assessed for credit or recognition. Before spending further time and effort in documenting these experiences, the student must attempt through various means to describe and express the learning outcomes in such a way that they meet the criteria listed below in descending order of importance.

A prior learning outcome should:

1. **Lend itself to measurement and evaluation.** This criterion does *not* imply that measurement tools be those traditionally needed to measure learning such as objective paper-and-pencil tests. The nontraditional nature of experiential learning indicates the use of criterion-referenced techniques over norm-referenced techniques. Measurement and evaluation need not be performed by a faculty expert within an institution. Outside experts, learning specialists, licensing agencies, employers, peers, or students themselves could be the assessors or evaluators.
2. **Imply a conceptual and a practical grasp of what was learned.** Students should not expect to receive college credit or recognition for mere application of a manual skill or a narrowly prescribed routine or procedures. Learning how to do something by itself does not give the learning equivalent status with college-level work. Understanding of the practical applications and knowledge base associated with an experience that comes from internalization and reflection should accompany the "doing" part of the learning.
3. **Be at a level of satisfactory undergraduate or graduate achievement as defined by the institution.** The student could demonstrate that prior learning is equivalent to college-level-work by one or more of the following:
   - relating learning to subject areas traditionally taught in colleges

- indicating what was learned is at a level of achievement equal to what is normally taught in colleges or universities
- comparing learning to groups who have completed college-level work
- relating learning to a personal goal that might require college-level learning
- identifying learning as that normally acquired after one reaches an adult age
- identifying learning as that acquired after high school and expected for professional acceptance

4. **Be applicable outside the specific context in which it was learned or serve as a base for further learning.** A student has learned specific budget procedures in the accounting firm of a large company. If the student has learned budgeting principles that would apply in other companies or if the knowledge gained on the job could be considered sufficient so that the student could gain a promotion, take an advanced course in accounting, or do a special study in finance, then learning is richer and an opportunity to gain college recognition is enhanced.
5. **Indicate that learning is relatively current.** The same standards applied to the transfer of older college credits should be applied to prior learning outcomes. If there is a large gap between what the student learned on the job 20 years ago and what the knowledge and techniques are today, then care must be taken in evaluating these outcomes. For example, if a student requests credit for experience in data processing 15 years ago and has not been involved in the field since then, it may be wise to turn down a request for credit in this case.
6. **Show some relationship to student's degree goals, lifelong learning goals, or overall education (formal or informal).** This criterion is one which is considered the least important by many faculty. Stringent compliance with this criterion would set a double standard as traditional students frequently do not have to show a relationship between courses taken and learning goals. It is probably more appropriate to ask three questions to get at this criterion: (1) Did the student learn anything (beneficial or detrimental) from the experience since any learning would contribute to the overall education of the individual? (2) Is it worthy of credit or recognition at my institution? (Criterion #3) (3) How does the learning relate to any degree requirements at my institution? These are basically the kinds of questions that may be asked about courses taken by the student at another institution.

The guidelines above are meant to be general and probably could apply to most institutions. More specificity is not possible because the burden of the defining what is college-level learning usually falls on the educational philosophy of individual institutions. However, this is not to say that specificity is undesirable. Institutions are obligated to specify faculty acceptable learning outcomes and goals clearly and either allow students to cooperate in drawing up these specifications or, at least, make them known to both faculty and students. If this is not done, assessment cannot be consistent or fair to students.

By judging outcomes using the above criteria and other criteria set by institu-

tions, the student can discard some of the activities listed in the resume or outline; not all experiences listed will have produced learning outcomes that passed all or even several of the criteria. For example, a student has had two years of experience assembling electronics parts. The repetitive, manual skill involved in assembly line work is demonstrable; it can be rated by experts, but is it learning at a level of achievement equal to what is taught in college? Does it have a conceptual or theoretical base? Does it provide a base for other learning?

The same student in that time on the assembly line had been involved in meetings that led to a formation of a union in his plant. Leadership skills, organizational ability, and understanding of basic personality psychology and labor relations might have emerged during these negotiations. These learning outcomes are much more difficult to demonstrate and evaluate than assembly line skills, but are they outcomes that fall within the limits of an undergraduate degree as defined by an institution?

When the student has finished screening and finalized the list of learning experiences, he or she should turn to expressing learning outcomes in an accurate manner in order to lay the rudimentary specifications for later judging and evaluation. There are several ways learning outcomes can be expressed.

Institutional Goals

Most college catalogs state the institution's overall mission or list charter goals/objectives for the various degrees that are offered (see Appendix K for an example of a competence-based general education program). Students can use these as a basis for expressing the educational outcomes of life experiences.

For example, a common degree objective is that the student be proficient in the use of words and language and be able to express his or her views clearly. An adult who has worked for seven years as an administrative assistant for a high-level executive feels that through some of her job responsibilities she has learned communication skills and therefore translates some of her work experiences into this institutional goal. Notice the goal does not say how much knowledge, what types of usage, or what is meant by expressing views clearly. Yet, this program goal is much more specific than one which states that the student will understand herself, her society, and her potential within that society, or that the student will have a knowledge and appreciation of her own and other cultures. Students easily could lump whole years and blocks of experience under the last two objectives; however, the lack of specificity inherent in both objectives mentioned above produces serious problems at the assessment and evaluation stage.

Refinement of general program objectives or goals is necessary to make the assessment target more distinct. This can be done by breaking down degree objectives, which are usually too general, to a set of somewhat narrower objectives.

Competences

These reflect a recent development in higher education that attempts to test the assumptions that a college education in an era of rapid change should emphasize process rather than accumulation of knowledge and that college

graduates should be able to demonstrate those skills, behaviors, and attitudes that are necessary for quality performance as a citizen and a professional. Institutional response to competence-based education has been varied. Some schools have specified college-wide competences, others have departmental competences, still others have student-written competences or degree objectives.[15]

In some institutions with college-wide competences, the competences are broken down into detailed levels (see Appendix L) and cut across areas so that each discipline takes some responsibility for the development and assessment of one or more competences at certain levels or the assessment and recognition of these competences and levels attained prior to enrollment. Thus, levels of a competence are given double or triple attention, in that they are developed and/or assessed in several course areas or outside a discipline in an assessment center. Credit is granted in the form of competence-level units when the student has demonstrated successfully a competence at a particular level. (See Appendix M for a plan whereby competence assessments are validated.)

In other institutions, learning outcomes for particular or departmental subject areas have been conceived of in terms of competences. This is particularly true in the case of colleges that want to try out a competence-based approach on an experimental basis with nontraditional students in certain degree areas or majors before going college-wide with the plan. (See Appendix N for a list of competence requirements for a retail management associate degree.)

Still another competence approach is based on student-written competence statements. Students can be provided with some direction in the form of general degree goals or objectives and then asked to describe what they know (from prior experience) or hope to know (from degree work) in order to meet program goals or competence requirements. These statements are written by individual students and reflect the student's own area of interest within a program.

More often than not, in programs or institutions that are competence-based, there are institutional competences that must be fulfilled, but these are integrated with student-written competence statements. Many students find it difficult to write their own statements and assistance is usually required to produce statements that are written in such a way as to lend themselves to assessment (see Appendix O).

When expressing learning in terms of a competence, assessment should be foremost in mind. Well-written competence statements will, in themselves, give some indication as to how the competence might be assessed and what criteria are to be used in judging level and mastery. For example, a candidate has sales experience and participates in several community organizations as a leader. One learning outcome that these experiences might have fostered is "the ability to communicate ideas orally and clearly in a manner appropriate to the content, audience, and purpose of the presentation"; this is more specific than stating "the ability to use language and words." The latter statement does not say in what communications mode the candidate has this ability. Writing? Speaking? Reading? To use language and words to what end? The former competence statement provides a framework that indicates an oral interview,

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[15]For an overview of competence-based education and a brief description of eight competence programs, see David Trivett, *Competency Programs in Higher Education*.

role playing, or an oral presentation targeted for a particular group as appropriate assessment procedures. Assessment criteria such as clear articulation, voice projection, and organization of presentation around a main idea are implied by the statement.

Critics argue that competence statements and their result—competence-based education—subvert higher education into a mechanistic, antihumanistic enterprise. They claim that precise competence statements are too specific, usually indicating trivial skills falling outside the purview of higher education and well below the level of undergraduate education.

This may be an over-reaction, but advocates of competence-based learning do agree that there are some major problems with this system. Competence statements usually pose a dilemma in that they are either too general or vague (these usually indicate higher learning processes) or too specific (these indicate lower processes). For example, compare the two competence statements below:

> The student will be able to evaluate the implications of prevailing psychological, social, political, and economic behaviors, based on an understanding of personality development, leadership characteristics, and cultural patterns which influence human behavior.
>
> The student will be able to add, subtract, multiply, and divide whole numbers.

Learning that results in changed attitudes and perceptions about oneself, institutions, and society in general is difficult to express in terms of a competence statement and to measure in terms of the individual. For this reason, assessment and recognition of affective types of learning are often side-stepped although such learning is included in the goals of many institutions.

One way to overcome competence-based problems is to focus on the overall competence of an individual at solving problems. It has been suggested that competence through experiential learning should include problem-solving, objective-setting, and decision-making. It should be a blending of the cognitive with the affective, utilizing a student's specific background and skills. Thomas suggests that a procedure to assess this competence would involve giving a student a problem, requiring from the student a plan by which the problem can be solved, and noting what knowledge and skills the student applies to the problem and how he or she applies them.[17]

It has been noted by measurement specialists that competence-based assessment usually cannot employ typical educational measurement techniques and methodology. Self-assessment procedures are often used. The use of paper-and-pencil tests and normative measurement may be precluded since individuals are not ranked on skills, placed in percentiles, etc. Measurement of competences depends on performance standards that are based on external judgments and are not referenced to the score distribution of a group of examinees. Assessment procedures are often used. Multiple-choice items in most situations cannot validly measure the existence or absence of a competence. This "problem" in competence-based assessment is considered a strong advantage by some educators and a major drawback by others.

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[17]William G. Thomas, "Experential Education—A Rationale for Creative Problem Solving."

Occupational and Technical Skills

Many adults will be seeking credit for professional and technical experience and training that has led to a credential in such fields as cosmetology, mortuary science, home day care, and dental technology. Many of these technical fields have developed and listed functions or skills that a candidate must master before receiving certification or licensure. (See Appendix P for dental auxiliary functions.) As outcomes of his/her training in a technical field, the student can list technical skills or learning posited and used by the credentialing agency (e.g., the American Dental Hygienists' Association or a state cosmetology board) for licensing the student. The student might go one step farther and rank functions according to the amount of time spent on the job performing these skills. For example, though a student attained minimum competence in a task for licensing, it may have never been performed and practiced on the job and therefore may not be worthy of recognition.

Unfortunately, most licenses/certificates verify that the holder has minimally metered those skills that fall mainly in the psychomotor domain, and these are assessed by the use of a performance test or work sample. Affective skills are rated minimally and indirectly, and the cognitive skills that are addressed are at the lowest levels of the domain, such as demonstrating a grasp of factual knowledge by the use of simple multiple choice items.

This is not to say that the student does not have other options for describing learning attained in a technical field; sole reliance on certification skills would be wasteful because training and experience provide richer experiences and learning than those contained in a certification program. Therefore, the student should be encouraged to write additional competence statements or learning descriptions where warranted.

Taxonomies

Taxonomic systems are related to but are somewhat different from competence based systems in that they focus on hierarchical levels of learning not specific to any field or discipline and they can apply to any learning situation. Bloom's taxonomy,[18] which is most frequently cited, has learning operations arranged in the following order:

a. Knowledge
b. Comprehension
c. Application
d. Analysis
e. Synthesis
f. Evaluation

Assessors and educational evaluators who have worked with this taxonomy have found that attainment of the upper three levels is most difficult to measure and prove. It is interesting to note that these higher cognitive operations are the ones most often cited as outcomes of experiential learning and, for that matter, of an undergraduate education, and yet they are measured infrequently.

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[18]Benjamin S. Bloom (Ed.), *Taxonomy of Educational Objectives: The Classification of Educational Goals, Handbook I: Cognitive Domain.*

Some institutions have simplified the taxonomy and superimposed it on competence areas. For example:

Competence Area: Communications Paragraphs

a. Knowing—identify and describe concepts of paragraph unity and coherence
b. Applying—write paragraphs which exhibit the characteristics of unity and coherence
c. Evaluating—cite the relative merits of several paragraphs using the above characteristics as bases for judgments

Competences and taxonomic levels can be rated by assessors (see Appendix Q) or on-the-job skills can be arranged in a hierarchy (see Appendix R).

The main advantage of using some hierarchical taxonomic approach in preparation of outcomes for assessment is that it indicates to the student and to the assessor the levels of achievement attained by and expected of the student. This usually leads to differential weighting of levels in that higher levels in a competence would get more credit than lower levels. An extreme example of this is that some colleges would not consider the "knowledge" level in some competences as worthy of credit or recognition.

Courses

In institutions where competence-based systems are not in operation, the student can examine the catalog and determine course equivalents for his or her learning experiences. For example, a student who has had experience as a medical technician could match her learning outcomes to the following course:

Instrumentation Science 225. Biomedical Investigative Techniques

A study of the methodology and techniques utilized in biology and medicine. Topics will include microtechniques, gas and liquid chromatography, electrophoresis, preparative centrifugation, and chemical analytical procedures.

Of course, the onus is on the student to produce a list of techniques in which she has been trained and has had experience as well as why these techniques are used.

Another example is a bit more complex. A middle-aged black adult runs a business in his community and participates in local organizations. He may wish to cite the following course as one which describes his life experience learning.

Economics 323. Economics of Poverty and Racism

A demographic description of poverty in America, race, sex, and age will be discussed as the basic components of the economics of discrimination. Education opportunities, occupational mobility, and career development contrast the rich and poor. A critical analysis of antipoverty and welfare programs will illustrate the difficult transition from economic analysis to policy discussions.

The major problem in this approach is that most prior experiential learning cannot be labeled as neatly as a course. As a matter of fact, for the sophisti-

cated student, who has had training and experience on the professional level, such an exercise may seem foolish. On the other hand, if the less sophisticated student does not see a course option that fits the prior learning acquired, he or she may not think the learning should be considered for assessment. The commonly cited solution to this problem is to use a "Special Problems," "Independent Study," "Special Studies" course label to express the prior learning that cannot be captured by a course title.

Other drawbacks to any approach that uses course analogues are:

a. Course descriptions are usually too general and do not sharply outline learning outcomes expected upon course completion.
b. Different sections of the same course may vary in content, instructional approach, and educational outcomes.
c. Traditional course content many times does not emphasize the practical and applied educational outcomes that characterize experiential learning.

On the other hand, in traditional colleges, experiential learning/course relationships provide a legitimate context for integrating prior learning with an academic program (see Appendix S). Furthermore, it is probable that when and if academic recognition is given to an individual for prior learning, in many institutions it will be recorded on the student's transcript as courses that might be found in the institution's catalog.

Possibly the best approach is to express outcomes as both competences and courses. First, competences could be written by students and if the institution preferred course labels for prior learning, the student could try to find the course(s) most likely to supply these competences. If the institution was competence-based, the student would only have to judge where the competences resulting from prior learning fell under the institution's competence-based rubric.

4. ARTICULATING PRIOR LEARNING OUTCOMES

A major checkpoint in the portfolio process prior to the measurement and evaluation stages is the point at which the student must demonstrate that experiential learning outcomes have some meaning in terms of his or her overall education and/or are related to his or her educational goals. The goals may be degree requirements, institutional objectives, student-stated lifelong educational goals, and/or individualized degree plans. As such, the very process of articulation is an educational experience because it leads to reflection, self-assessment, and evaluation by the student, and the process itself may well become learning worthy of credit.

Up to this point in the portfolio process, the student has listed and described life experiences and translated them into competences, courses, or learning outcomes; however, there has been little opportunity to reflect on what these outcomes may mean in the larger context of education and life itself. The student in relating past learning to future learning could use one or more of the procedures described below.

Intellectual Narrative

This is an essay which can begin at whatever point the student wishes. However, the student usually uses personal milestones from high school to present as an organizational format for the precis (although unusually rich childhood experiences can be included).

This is an opportunity for the student to explain how learning resulting from experiences has led him or her to higher education and how this learning has contributed to educational plans for the future. Such a document usually is personal, and the tone of the narrative is evaluative rather than descriptive; it is not an autobiography. The student has had ample opportunity prior to this stage to list and describe succinctly what he/she thinks have been learning experiences and the outcomes resulting from these experiences. At this stage the student should elaborate and reflect on these outcomes and evaluate them in light of long-range personal plans, aspirations, specific educational objectives, career goals, and personal education, in general. A discussion of the student's strengths and weaknesses in various intellectual and affective areas and how they can be integrated into a lifelong learning scheme is in order.

Frequently the student is asked to include an explanation of how various learning experiences have changed him or her in terms of such factors as professional growth, personal growth, world view, or social consciousness. In some institutions, blanket credits are given in proportion to the student's ability to analyze and reflect on past experience and the depth of that reflection.

In some cases, the student is encouraged to suggest in the essay ways his or her competences and skills can be measured and evaluated, what specific experts or type of experts could be nominated as assessors, and how much credit or recognition should be awarded for accumulated experiential learning.

Thematic Narrative

The student uses one or more learning themes, subject areas, or competence areas to structure this type of essay rather than chronology. A student may want to evaluate aspects of his learning experiences as a personnel manager, Boy Scout Troop Leader, youth counselor, and father in terms of human relations, social competence, communications, or interpersonal skills. Many times the choice of theme(s) for the narrative is tied closely to the educational objectives or competence-based goals of an institution or program.

In addition to providing the student with an opportunity for integrating prior learning with his/her long-range educational objectives, the narrative frequently is required for the following reasons:

1. Mentors, faculty members, and assessors can obtain from the essay an overall impression of the student as a person, leading to more effective counseling and assessment.
2. In keeping with a common educational objective that an undergraduate should have the ability to write clear English prose, the narrative provides the student with the opportunity to display competence in written communication.

On the other hand, some colleges do not require a narrative because they do not want new students faulted in portfolio assessment because their writing skills have not been sharpened by sponsored course work or projects that the student will eventually undertake in a degree program. They note that there is a possibility that faculty will have a tendency to assess a student's specific prior learning outcomes chiefly on the amount of creativity, presentation of self, and/or writing facility demonstrated in the narrative rather than by using specific measurement techniques. In these institutions students undergo an oral interview similar to a counseling interview that focuses on tying learning experiences into a degree program, or, at least, the student is given the option of an oral or written presentation.

Degree Pacts or Contracts

Another articulation technique that can be used in conjunction with a narrative or by itself is an individualized approach to education—the degree pact or contract. This is a cooperative agreement between mentor and student resulting in a concise, institutionally-acceptable outline of a student's degree plan and an indication of the amount of time needed to fulfill the entire contract or portions of it. The contract can state the institution's or program's goals or competence areas, individualized objectives, and the methods by which the student will accomplish both the institutional goals and his or her personal objectives. The articulation process comes in when the student states that, through various prior experiences, some of the learning outcomes in the contract have been met outside the program or institution. (See Appendix T for an example of an educational contract.)

Other frameworks are used as approaches to making contracts. A student can use conceptual or cultural areas to map out a degree plan such as vocational/professional, disciplinary, problem focus, or holistic/thematic.

In writing an educational contract, the student and counselor consider such factors, as:

1. The student's previous academic credit and an estimate of the amount of recognition that might be acceptable for transfer.
2. The amount and type of learning outcomes from previous life experiences and an estimate of the amount of recognition that might be awarded for these outcomes.
3. The student's study of educational plans and objectives (which could result from a student narrative).
4. The steps needed to complete the contract, which may involve projects, independent study, formal course work, and/or field work.

Contract writing could be incorporated into an educational planning course and could even be the major topic in such a course.

Throughout the various stages of writing and fulfilling the contract, the student meets periodically with his/her mentor and counselor to obtain feedback, to present interim reports and personal journals, and to arrange for assessment of both nonsponsored and sponsored learning experiences. It should be noted that the evaluation of previous college work and prior learning is done soon after the

contract is formed since the amount and type of future learning experiences depend upon that evaluation.

The degree pact is usually somewhat flexible and can be modified at various points throughout the student's matriculation. When the student feels he/she has fulfilled the contract, it, along with other portfolio materials including the documentation and assessment of specific prior and present learning outcomes, is usually reviewed by a committee. A degree is awarded on the basis of contract fulfillment and is usually distinct from the type of degree which reports traditional course credits, semester equivalents, and grades. However, when students require credits for transfer to other institutions or for admission to graduate programs, some institutions use formulas to arrive at credit equivalents. For example, contract learning activities can be translated into semester hour equivalents by giving one credit for two hours of preparation plus one class hour, field work hour, or independent study hour spent by the student each week for a 15-week period (or a variant of this formula).

Learning Contracts

Learning contracts differ from degree pacts. Degree pacts or contracts encompass the student's complete educational plan, whereas learning contracts pertain to a specific area, learning project, or educational component that is to be undertaken by the student in fulfillment of a degree plan or requirement. It follows that a degree pact conceivably could be a series of learning contracts. The articulation procedure in this situation is similar to the degree pact procedure. For example, a student is majoring in social science with a particular interest in social institutions. She has worked for several years for a hospital corporation in a large urban area. She contracts with a faculty person or mentor to do an independent study of the power structure of hospital administration and how it affects the delivery of health care and services. The contract includes learning outcomes or competences that might result from the study, and upon satisfactory completion of the work, she will receive nine credits. It is possible that some of the outcomes in the study have already resulted from the student's prior experience, and can, therefore, be assessed and subtracted from the contract.

5. DOCUMENTING THE EXPERIENCE AND OUTCOMES

Most colleges require not only that a learning experience be either relevant to a student's degree program or useful to the student, but also that the experience and learning be documented. The documentation stage in portfolio assessment entails the verification that an experience with learning potential took place—a formal confirmation of a student's physical presence in an activity, or other evidence to support a claim to learning. Documentation alone is not proof that learning actually did result from an activity.

Documentation procedures can be time-consuming for the student; therefore they should not be undertaken until the student is sure that the educational outcomes or competences he/she claims will be included in the portfolio, accepted by faculty, and considered for evaluation. However, in some cases thought should be given to verification and evidence ahead of time to avoid delays, since acquiring

some documents involves correspondence or searching through files and personal memorabilia.

Procedures for documenting prior learning vary across institutions. Some programs require that each experience listed in the portfolio have not one but several specimens. Furthermore, each document is checked by a reader who verifies its source and authenticity. Another approach is to require that all letters and certificates be notarized. Notarization is often required in external degree programs where students do not live in the vicinity of program headquarters and the portfolio must be mailed to the institution or to an assessment and learning center.

Other institutions feel that students would not list a life experience falsely if they knew that they were going to have to submit their claims to learning to a rigorous evaluation procedure. These schools do not require that documentation be included in the portfolio; they only require a listing of the articles of documentation or proof for each experience in case they are requested later during the measurement and evaluation stages of the portfolio process.

Students should be given the following suggestions before gathering documentation.

1. Many documents for each experience are not necessary and serve only to frustrate administrators, faculty members, and assessors.
2. Excessive documentation, attractively presented, will not substitute for weak articulation of competences and assessment performance.
3. If actual products such as canvases, pottery, or machines are to be used as documentation, these should be photographed or reduced to slides. Most institutions cannot insure these products against damage or loss. Besides, such documentation is unwieldy and cannot be circulated easily to faculty or committees.
4. Products or replicas submitted in the portfolio should be labeled, signed, and dated by the student.
5. Even if the student attempts to trim down the amount of documentation, some individual specimens may be quite long. The student should underline those parts of the document relevant to the claimed learning outcomes with a colored pen.
6. Copies, not originals, of any valuable documents such as licenses, certificates, letters, or commendations should be used in portfolio.

The student can employ a variety of documents and devices for verification of past activities. Figure 2 shows documentation categorized according to the type of experiential activity presented by students.

Letters can be used to corroborate any type of activity and are usually the most common form of documentation used by students. Since they occupy such an important role in documentation procedures, the following guidelines are helpful when obtaining letters. (See Appendix U for an example of institutional guidelines.)

1. The individual writing the letter must know the student and have first-hand knowledge of the experiential activity which the student has cited in the portfolio.

2. The author of the letter should state clearly the nature of the relationship between him or her and the student.
3. The letter should be written on the official letterhead stationery of the company or organization with which the author is associated.
4. The content of the letter should focus on the duties, responsibilities, tasks, or activities which were inherent in the experience under consideration.
5. The author of the letter should describe the activity under consideration fully in much the same fashion as it is described in student-prepared portfolio materials such as the resume. That is, the letter should set down the context of the experience—the *who, what, when, why, for how long, where,* etc.
6. In addition to describing the experience, the author should evaluate the level of the student's performance as well as explaining growth and learning which occurred during the experience. There should be some attempt to compare a student's performance with that of peers who have an undergraduate or graduate education.
7. A special accomplishment that results in a product requires documentation in the form of one or more letters of verification authored by persons who observed the student while he or she was developing the product.
8. Most of all, the student should make it clear to the author that the letter to be written is one of *verification* or *evaluation* not recommendation.

Figure 2
Articles of Documentation for Experiential Learning Activities

Type of Activity	Documentation
Work Experience	Job descriptions Awards Letters of commendation Letters of corroboration from superiors, peers, clients Congratulations on high performance Promotion evaluations Evidence of promotion Samples of work produced Evidence of suggestions adopted Explanation of tasks performed Explanation of ranking, rating, or classification system in company or organization Licenses Performance standards for acquiring licenses Membership in professional or trade organizations Membership requirements for professional/trade organizations Scores on licensing exams

Figure 2 (cont'd)

Type of Activity	Documentation
	Military separation papers Bills of sale Rating forms Military records Work samples
Community Service Activities	Commendations Awards Newspaper and magazine clippings Letters of corroboration from co-volunteers, clients served, supervisors
Noncollege Courses and Training	Transcripts Amount of assignments Amount of time spent on outside assignments Letter attesting student was enrolled in course Learning outcomes or objectives of course Syllabi Evidence of completion Course description(s)/outline(s) Number of didactic hours Number of clinical or practicum hours Diplomas
Special Accomplishments	Books published Pictures painted Music written A list of books read Patents obtained List of countries visited Mementos from countries lived in and traveled to Machines designed Exhibits such as shells, plants, etc. Photographs of famous landmarks visited Speeches given Programs from performances Writing samples Audiovisual presentations Proposals written Conversations with experts

Among those institutions that credit experiential learning, two camps have formed concerning the relative importance of documentation. One group asserts that documentation is a relatively unimportant and wasteful procedure in the

portfolio process because letters and certificates presented by the student merely verify presence during an activity or experience and do not verify that any learning indeed took place. Another group of institutions asserts that verification of the timing and setting of learning experience is a crucial step in the portfolio process and is somewhat similar to the verification through a transcript as to when a college course took place and how many hours were spent in class and in outside assignments.

The real reasons for the amount of documentation required probably lie between the two extremes. Documentation makes the portfolio look more official than a typical student folder or report and produces comfortable feelings on the part of administrators about the legitimacy of the student's experiential learning. Overdocumentation in student folders may be desired by certain administrators so that presentation of nontraditional programs to accrediting agencies appears more official and formal than the presentation of the traditional curricula and programs.

Individuals who prefer underdocumentation are usually assessors focused on the learning outcomes of experience who find rummaging through folders bulging with letters of recommendation and newspaper articles frustrating. But not all types of documentation are equally unimportant. Work samples and products could be, if evaluated by an expert, useful types of documentation in the assessment process, since they substitute for performance testing—a type of assessment that is expensive and, in most cases, impractical.

6. MEASURING PRIOR LEARNING OUTCOMES

Up to this point in the assessment process, the student has (1) listed significant prior experiences that may have resulted in learning; (2) distilled from these experiences learning outcomes and competences; (3) related these learning outcomes to degree or personal goals, perhaps with a request for the procedure(s) desired for the measurement of outcomes and for the amount of recognition expected; and (4) verified the activities that may have resulted in learning with documentation. The student is now ready to submit his/her claimed proficiencies to the process of measurement and evaluation.

Whereas objective tests are the most practical and appropriate method for measuring the outcomes of traditional classroom learning, prior learning outcomes do not always indicate the use of such measures. Because prior experiential learning is highly individualized, is associated frequently with an absence of faculty involvement, and concerns student learning "by doing"—the kind of learning that takes place in a variety of social, artistic, political, work, or cross-cultural activities outside campus environs—its measurement and evaluation require the consideration of measurement techniques that have not been widely employed in higher education. However, measurement and evaluation procedures used for classroom and nonclassroom learning are similar in that at some point the use of expert judgment is required to determine the extent and level of learning and the amount of reward for such learning. In this section, some measurement techniques that have been developed in the fields of psychology, business, industry, and the military will be described and illustrated briefly.[19] it should be noted that several

[19]For a more complete explanation of these techniques, see Joan Knapp and Amiel Sharon, *A Compendium of Assessment Techniques*.

measurement techniques can be used to measure one learning outcome. This is especially true when a great deal of error is associated with each technique or when the measurement procedures are far removed from direct observation of student performance. Also, one technique may be used to measure several related learning outcomes.

Product Assessment

Product assessment, as used in the context of experiential learning, pertains mainly to the evaluation of such products as those listed under "Special Accomplishments" in Figure 2. Each product is assumed to represent the skills of the student in a particular activity, and the need to evaluate the product stems from the evaluator's inability to observe the student's skills while the product is being created. For example, performances resulting in some types of products, such as those in creative writing, are by their nature unobservable, whereas other kinds of performances, such as those that occur prior to the student's enrolling in an institution, are not observable because of their remoteness in time.

The student should be encouraged to submit several products in the type of activity being evaluated. For example, a series of photographs on slides, several types of art work in different media, or essays, short stories, and news articles written by the student should be presented rather than one photograph or one painting.

The evaluation of products is generally conducted by one or more experts in particular areas. Such a process can be systematic and objective if standards or criteria are established prior to the evaluation process, and measurement can be facilitated by the use of rating scales.

Since aesthetic issues may surface during assessments of this type, faculty have a crucial decision to make concerning the basis of their judgment. Should the product be judged heavily on its artistic merits, or on the amount of creative talent possessed by the student, or should the work be judged on proper employment of skills and techniques that indicate the achievement of the minimum level and number of competences and/or skills needed to produce a product?

It is appropriate to use an oral interview along with product assessment. For example, a student may submit a series of photographs taken over the years as a product to be assessed. The faculty judging the photographs may interview the student as to how he chooses subjects, determines the right amount of exposure, and develops film.

Interviews and Oral Examinations

The assessment interview is a face-to-face interpersonal role situation in which the interviewer asks the candidate questions designed to obtain answers that will lead to an evaluation of one or more learning outcomes from life experience and/or training. During the interview, skills, knowledge, or concepts attained through experience can be listed, described, and later evaluated.

In general, questions in the interview should

1. Be directly related to the skills and knowledge the assessor wishes to assess.

2. Be appropriate in type for the kinds of information to be obtained.
3. Be clear and unambiguous.
4. Not include leading questions.
5. Not demand knowledge or information that the candidate does not have or should not be expected to have.
6. Not require personal information that the interviewee may resist revealing.
7. Not be slanted so that the interviewee offers the socially acceptable response.[20]

It is appropriate to enlist the help of the student who is going to be assessed in compiling a list of questions that could be used for the assessment interview. Reliability of the interview as a measurement instrument involves the accuracy of the information provided by the interviewee and the reliability of recording and evaluating the data by the interviewer. The accuracy of information offered by interviewees has been shown to vary because of such factors as repression and memory decay. Sources of error on the part of the interviewer in assessing the student include all those sources of error in any judging or rating situation.[21]

The interview as a measurement technique is adaptable to individual situations, and, in most cases, allows for probing in order to obtain more information. The major disadvantage of the interview is that it takes much staff time and tends to be less valid and reliable than other assessment techniques. Several types of interviews are described below.

In the standardized or *structured interview* the questions, their sequence, and wording are fixed. The interviewer can take very little liberty in changing the interview format. The highly structured interview can be administered by tape, in person, or in a written form. However, the interviewee must respond orally. The *unstructured interview* is much more flexible and open. Topics, issues, and questions are outlined, but the content of the questions, their sequence, and wording are entirely up to the interviewer. In reality, the assessment interview usually is a combination of both techniques.

The *panel interview* is a method whereby several persons jointly interview the candidate as a panel rather than interviewing him or her individually at different times. The panel interview is a practical technique because it provides an opportunity for the candidate to respond to several persons simultaneously. The interviewers should agree in advance on their roles and the points they will emphasize or questions they will ask.

In the *group oral performance test* a group of applicants with similar experiences or professed learning outcomes are seen at one time and interact with each other in the same manner as they do with an interviewer or a panel. In such a group interview, several students can respond directly to questions or problems posed by the interviewer but also to each other. When all the interaction is between the interviewees and one realistic problem concerning work experience is discussed, the exercise takes on the characteristics of a leaderless group discussion which will be described later.

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[20]Knapp and Sharon, p. 37.

[21]For a detailed discussion of the role of expert judgment, sources of error in assessment, and the interview as an assessment technique, see Richard Reilly, et al., *Expert Assessment of Experiential Learning–A CAEL Handbook*.

Oral trade tests contain a short series of questions about specialized trade knowledge. The items are written so that they will be easy for anyone who has actually worked in a particular job, but the items are rarely familiar to persons outside of the specialized trade being tested. The United States Employment Service (USES) has many series of oral trade questions covering over 250 occupations.

Simulations

In simulations, sometimes called situational tests, the candidate is asked to pretend that he or she is engaged in a real task, the nature and content of which are described in some detail before the individual begins to assume his or her assigned role or unassigned role. Often the simulation is less complex and more convenient than the real situation and operates under a compressed time schedule. Such a procedure offers the assessor or assessment team the unique opportunity to observe and measure the quality of performance in a life-like setting that often cannot be measured by other means.

In general, the specific acts to be observed are listed on a score sheet. The assessor is required to check on the score sheet whether a participant did or did not perform a particular act that is an indicator of the identified behavior and how well the participant performed. Simulations are ordinarily used to assess complex qualities such as analytical thinking, goal setting, risk taking, interpersonal competence, decision making, sensitivity to the behavior of others, oral communication, and planning skills. However, the more faithful, comprehensive, and thus valid, the exercise, the more costly the procedure in terms of personal time, facilities, interruption of normal operations and division of resources usable elsewhere.

One kind of simulation exercise is the *leaderless group discussion* (LGD). In LGD with nonassigned roles, three to six participants are given three or four short cases or descriptions of problems usually dealing with supervisory or management situations. The participants function as consultants who must resolve the problems and submit a written recommendation for each problem. Thus, the group is provided with a situation that leads to role differentiation, and a role that a person plays is presumably similar to the role he is prone to adopt in natural groups. In LGD with assigned roles, each participant is assigned a role with a point of view that he must "sell" to the other members of the group.

The ability to work in a group situation is difficult to judge validly via questionnaires, letters of recommendation, interviews, and paper-and-pencil tests. LGD seems to fill this assessment gap and is probably the most economical sample of group behavior.

Academic or management games are used in the assessment of prior learning chiefly to measure problem-solving and decision-making skills. These exercises are probably one of the most economical assessment techniques because virtually hundreds of them are available through companies that specialize in manufacturing educational products. There is no evidence that "canned" games make a difference in eliciting the desired behaviors; therefore, it is probably not necessary to develop tailor-made games for each assessment situation. Since the scoring and rating behavior during an educational game is usually complex and therefore subject to error, the games should not be used as the sole measurement of problem-solving or decision-making ability.

Some caution should be exercised when games are used for assessment purposes. Little research or discussion has been focused on measurement problems concerning the use of games for assessment purposes. Several factors inherent in the technique might have a tendency to confound outcomes and thus interfere with reliable and valid measurement. For example, performance in gaming can be influenced by variables such as tolerance for ambiguity, risk taking, and locus of control. These, in turn, are moderated by sex, minority group membership, and socioeconomic class. If these variables influence problem-solving behavior and decision making in the world of work, the use of games to measure these skills is justified. However, if factors such as risk taking only influence behavior in the gaming situation, this sample of the candidate's behavior would not be an accurate representation of behavior on the job.

One form of simulation exercise may employ *role playing* to capture a sample of interpersonal, job-related behavior. The situations set up for role playing involve the kind of person-to-person behavior characteristic of work in education, business, administration, and human services. The most common role-playing script involves a simulated interview in which the assessee plays a role such as personnel manager, supervisor, or customer service representative.

When the candidate population is large, the expense of simulation is too great, and/or the assessor is interested in obtaining data from the candidate on specific crucial information and skills required to solve a problem, the *written simulation* is appropriate. It is a paper-and-pencil situation that may follow any number of written formats, such as multiple-choice or essay.

The *case study* simulation involves a fairly complete and realistic statement of some problem that can be related to business, human services, or almost any area of human experience. The candidate is asked to write an analysis of the problem in a specified period of time, and his or her report should contain alternative solutions and recommendations for action. The exercise is used to assess the student's ability to analyze and solve complex problems. It can be presented to the candidate in several modes, such as filmstrip, audiotape, or videotape.

An *individual fact-finding and decision-making exercise* is not a pure paper-and-pencil simulation measure, but rather a combination of the interview technique, oral or written examination, and the case study approach. The candidate is given a specific time limit within which he or she must prepare a line of questioning leading to the solution of a problem that has been described. Next, the candidate interrogates a person in a resource role for a specified time limit. At the end of the time period, the candidate must arrive at a decision concerning the problem and give the reasons for it in an oral or written report. The resource person may then question the student to test the quality of reasoning, persuasiveness, ability to think and talk under pressure, and grasp of the issues underlying the problem. The resource person may evaluate the candidate, or a panel may observe the whole exercise via videotape and make judgments concerning the adequacy of the candidate's responses.

The *in-basket exercise* takes its name simply from the in-basket or tray found in most businesses and institutions where employees work from an office or desk. Variants of this exercise are being used to assess policemen, military officers, and school principals. The exercise simulates a specific organizational role, requires the examinee to deal with problems as if he or she were actually on the job, and

provides a set of materials which may contain incoming letters, memos, reports, papers to be signed, and telephone messages.

All student decisions and actions are recorded in writing and may include letters, memos, outlines, directions, and the content of phone calls. These written products are usually scored by trained assessors who use methods similar to those used for essay grading. At times, an interview is used in lieu of scoring procedures.

Performance Tests

There is a stronger element of realism in performance tests than in simulations because they resemble the situation in which a specific kind of experiential learning is applied more closely. Frequently a performance test is nothing more than a *work sample* that requires the accomplishment of specific tasks in a controlled setting, or it may consist of an observation of performance in an actual setting.

A work sample attempts to reproduce all or an important part of the actual operations and tasks of the job, frequently utilizing the actual equipment used on the job. Sometimes the test involves certain difficulties typical of the job, which the examinee must overcome. Some of the realism of the work setting may be sacrificed, but the critical job elements are present and the test is readily recognized as a realistic representation of the tasks one would encounter on the job.

Essays

Essay examinations are instruments which present questions or tasks to which the student responds by organizing and writing an answer. Some tests of this type are based on the student's giving written responses to situations presented on audio- or videotaped material. Usually no single response or pattern of responses can be listed as correct. Even an expert cannot usually classify a response as categorically right or wrong, but different degrees of quality or merit can be recognized. Essay content may be factual or creative.

The following steps should be considered in constructing essay assessment instruments:

1. Define objectives clearly so that tasks related to the framework of objectives can be constructed.
2. Formulate well-focused questions and define the task through determining the amount of freedom of response.
3. Construct model answers while taking note of writing time.
4. As a pretest check, have an examiner who did not formulate the questions answer them.
5. Ask colleagues or specialists to review the questions.
6. Pretest the items so that the following can be answered:
   a. Do students appear to understand the intent of the question, or do they appear to interpret it in ways not intended?
   b. Is the question of appropriate difficulty for the student?
   c. Is it possible to judge answers reliably?
7. Recognize the importance of an adequate sample of questions (a sufficient

number, the right number of short and long questions, and alternate questions from which to choose).

The main source of measurement error when essays are used for assessment is associated with the rating of essays. Essay rater research has shown that:

1. Different raters tend to assign different judgments to the same paper.
2. A single rater tends to assign different judgments to the same paper on different occasions.
3. The differences tend to increase as the essay question permits greater freedom of response.

Essays should be used to assess learning that requires the demonstration of the following skills: (1) presenting knowledge of areas in a written format, including such products as reports and memoirs; (2) expressing thoughts effectively on some topic of wide human interest; (3) translating into English a passage presented in another language; (4) outlining a research design in the hard or soft sciences; (5) writing creatively; or (6) simply communicating effectively in the written mode.

Objective Paper-and-Pencil Tests

This technique is used to measure learning outcomes that are directly related to specific cognitive skills or areas of knowledge. Although true/false, sentence completion, and matching questions are often included in objective examinations, the multiple-choice item is represented heavily on these tests because such items are easier to evaluate and are more informative from a psychometric viewpoint. Several types of objective examinations are appropriate for the measurement of prior learning.[22]

When experiential learning and knowledge are closely related to traditional courses at the college level, the *College-Level Examination Program (CLEP)* can be used to measure student achievement.[23] CLEP has examinations in the following areas:

CLEP General Examinations

English Composition
Humanities
Mathematics
Natural Sciences
Social Sciences/History

CLEP Subject Examinations

Social Sciences

Afro—American History
American Government
American History
General Psychology
Introductory Macroeconomics
Introductory Microeconomics
Introductory Micro- and Macroeconomics
Introductory Sociology
Western Civilization

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[22]A complete listing of published objective examinations may be found in Oscar Krisen Buros (Ed.), *The Seventh Mental Measurements Yearbook*.

[23]Jerilee Grandy and Walter M. Shea, *The CLEP General Examinations in American Colleges and Universities*.

CLEP Subject Examination

Sciences

Biology
General Chemistry
Geology

Humanities

American Literature
Analysis and Interpretation of Literature
English Composition
English Literature
Freshman English
College French—Levels 1 and 2
College German—Levels 1 and 2
College Spanish—Levels 1 and 2

Mathematics

Calculus with Analytic Geometry
College Algebra
College Algebra—Trigonometry
Statistics
Trigonometry

Business

Computers and Data Processing
Elementary Computer Programming—FORTRAN IV
Introduction to Business Management
Introductory Accounting
Introductory Business Law
Introductory Marketing
Money and Banking

Education

Educational Psychology
History of American Education
Human Growth and Development
Tests and Measurements

Medical Technology

Clinical Chemistry
Hematology
Immunohematology and Blood Banking
Microbiology

Nursing

Anatomy, Physiology, Microbiology
Behavioral Sciences for Nurses
Fundamentals of Nursing
Medical—Surgical Nursing

Most of the CLEP tests yield subscores as well as total scores. An optional essay section is available for each test. The credits awarded a CLEP examinee are determined solely by the colleges and universities. Cutting scores—lowest scores for which credit is granted—and the conditions under which they apply vary from institution to institution.

The assessor can request the student to take a *licensing examination* in a technical area in which the student claims expertise (e.g., real estate, life insurance, accounting, etc.), or, if the student has taken an examination for licensure prior to enrollment, the assessor may require a score report from the licensing agency and accept the report as a sufficient measure of the student's competence or expertise in that area.

A number of *proficiency examinations* are being constructed and used by institutional external degree programs and by external degree programs adminis-

tered on the state level. These examinations are usually developed by committees that are typically composed of faculty members from local colleges and local experts in the fields with which a specific degree is associated. Students are usually supplied with study guides, examination descriptions, and counseling prior to taking the examinations for which they apply.

There are numerous published *foreign language examinations* which can be used for students who claim proficiency in a second language obtained through courses taken at proprietary institutions, the military, self-education, or familial influence and use. However, a multiple-choice examination would measure only the language skills needed for reading a particular foreign language and a knowledge of the culture and literature of the country or countries where the language is used. Writing competence of the language should be measured by the essay examination; oral competence by oral assessment techniques.

Final examinations used in courses offered at an institution can measure prior learning outcomes in situations where there is a good match between the student's experiential learning and the content of the course.

There are considerable advantages in using objective examinations. The danger of subjectivity is averted because the objective examination is the only measurement technique discussed in this section that does not involve the use of assessor ratings or judgments. The basis of measuring the extent and level of a student's learning is how his or her performance compares with the performance of other examinees.

Despite their objectivity, multiple-choice examinations should be used with caution. It should be clearly established that a student's professed experiential learning outcomes are suited to measurement by objective tests. Once this has been established, the student and assessor should determine whether the examination covers the learning under consideration completely. It stands to reason that the examination should not cover more than the student claims to know as this is apt to be frustrating. Sometimes this can be remedied by using test subscores which pertain to particular areas of student competence and eliminating subscores in which the student claims no proficiency.

Self-Assessment

Self-assessment or self-evaluation can be regarded in general as a set of relatively undefined techniques by which the student judges his own level of accomplishments. It is reasonable to assume that, with appropriate guidance and criteria, the student can provide accurate indication of his or her present competences.

Self-assessment can be an integral part of the measurement techniques described above. Students, with the help of explicit criteria and rating forms, can rate themselves on their performances in such measurement situations as simulation exercises, performance tests, product assessment, or essay examinations. The student's ratings and judgment will reflect his or her perceptions about the extent and level of specific learning outcomes and expectations as to the amount of credit or recognition to be awarded.

The ratings can be compared with the ratings of assessors resulting in an assessment conference with the student's mentor, assessor, and/or counselor. Discrepancies can be resolved; areas of strength and weakness can be pointed out.

Also, it may be that the assessor and mentor may ask the student to do some supplementary work in areas where the assessor feels that this extra effort will boost the level or enrich the extent of learning and thus result in more credit and recognition. Such a conference may lessen the need for an appeals procedure since the student will receive informative and diagnostic feedback by participating in most of the evaluation.

Other self-assessment approaches can be utilized during the portfolio process. At a very informal level, self-assessment consists of discussions between the student and faculty advisor to determine whether predefined learning goals are being accomplished or have been accomplished through prior experience. A somewhat more formal approach might be the preparation of a report by the student on off-campus learning experiences and an evaluation of these experiences, in relation to goals, by faculty advisors. This approach is most likely to be used in the articulation stage of the portfolio process.

Informal methods of self-assessment (for example, periodic discussions between a student and his mentor) have the appeal of flexibility and individuality. Above and beyond the assessment function, realistic self-appraisal is useful both for identifying and improving weak skills and for motivating learning. To a large degree, the accuracy and the utility of the self-assessment process will depend on the effort that student and mentor expend on it and the amount of guidance or training that the student receives in the process. More formal methods of self-assessment are described below.

A *job inventory checklist* is a comprehensive listing of typical or critical tasks conducted by those engaged in an occupation.[24] The student is asked to indicate whether or not he can perform a given task and, in some instances, how well he can do it. For example, in response to an item such as "maintenance and repair of high voltage switchgear," the student with experience in electrical technology might give any one of the following responses:

1. I know little or nothing about this.
2. I have had study or training in this.
3. I have done this under close supervision.
4. I have done this on my own under normal supervision.
5. I am consulted by other workers who have difficulty with this, or I am called to do unusually difficult jobs.

Various ways of scoring the checklist are possible. Some of them account for the differential difficulty and complexity of the listed tasks.

The *occupational history information blank* resembles a job application blank or a resume in that it seeks information about relevant previous training, employment, duties and responsibilities, community activities, and area of special competence. It is a useful supplement to the job checklist because it can be used to verify claims made on it. Although the blank is not as highly structured as the checklist, it provides a useful format for recording relevant information in a systematic way.

Job inventory checklists and occupational history blanks should be normed and validated prior to their use for administrative purposes. The instruments might be

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[24]The development of a generalized model for the assessment of specific occupational competences in a particular field that includes the use of checklists is described in Amiel T. Sharon, *Assessing Occupational Competences–A CAEL Handbook*.

administered to a group of persons who are known to be competent in a particular subject matter and their responses used as a yardstick for evaluating student responses. The problem of falsification can be minimized by using a combination of the two instruments and by checking the claims of students with their previous job supervisors.

Self-assessment tests are generally objective written examinations in multiple-choice format. They differ from other subject-matter achievement tests only in the way they are used. Several professions, mainly in the health field, make use of such tests. The practitioner can assess his knowledge of a field by receiving feedback on his test performance and can compare his knowledge with that of other practitioners without the threat of the test score being evaluated. The individual can plan continuing education in light of the strengths and weaknesses indicated by the test scores.

No matter what measurement techniques are applied to prior learning outcomes, the following points should be considered:

1. Measurement techniques should fit the nature of the learning, bearing in mind its individuality.
2. Measurement techniques should be appropriate to the background and characteristics of the learner.
3. Measurement methods should reflect student input and participation in that students should be allowed to suggest methods by which they would like their learning outcomes measured.

7. JUDGING PRIOR LEARNING OUTCOMES

All of the measurement techniques described in the previous section, except objective examinations, involve the use of ratings and judgment. These ratings produce the information needed by faculty and assessors so that well-informed judgments can be made as to the amount of credit or academic recognition to be given to a student for experiential learning.

Ratings. Ratings are judgments of the knowledge, skills, abilities, traits, or behaviors of an individual. Although they are frequently quantitative statements, they are subject to all the characteristic errors of human judgment and therefore cannot be regarded as objective descriptions of fact. Ratings are employed in experiential learning situations where it is difficult to obtain more objective measures of an individual's competence.

Numerous rating methods exist, but most can be classified into ranking, rating scale, and checklist procedures. In the ranking procedure, the assessor ranks or orders the individuals in a given group from best to poorest on a specific dimension of behavior. The rating-scale methods provide a scale for estimating levels of performance, either in discrete categories or in a graphic or continuous form. The assessor checks the category that he feels best describes the person being rated. The checklist methods provide the rater with a list of prescaled descriptions of behavior, and the rater checks the items that best describe the person being rated.

The factors or dimensions used in ratings should be relevant to the learning outcomes or to the subject matter being measured. Too many dimensions will confuse the rater, but too few are not likely to provide an adequate description of

performance. The factors used should be defined as precisely as possible and should be included in the rating only if the assessor can observe or has knowledge of the trait or behavior described by the factor.

A five- or seven-point scale for each factor is likely to give an adequate discrimination of performance in most cases. Generally, raters do not have the capacity to discriminate among too many levels (for example, 20). In summing the scores on the individual scales to obtain a total score, the scales measuring the important factors should be given the most weight.

The reliability and validity of ratings is a function of the rater, the rating method, and the behavior being rated. Since ratings are subjective estimates of behavior, complete accuracy is seldom possible. Following are some of the major errors or biases that tend to reduce the accuracy of ratings:[25]

1. The tendency to rate too leniently or too severely.
2. The tendency to avoid the extremes of the scale and to rate at the average.
3. Allowing an outstanding or inferior trait or aspect of performance to influence the rating of other factors (halo effect).
4. Judging the ratee according to a personal stereotype or strongly held attitude.
5. The tendency to prejudge the ratee by an initial impression rather than on the basis of observed performance.
6. The tendency to rate a student more favorably if the student is similar to the rater in respect to background, attitudes, and ethnic group.
7. The tendency to rate a student lower than average if the previous ratee was outstanding or to rate a student higher than average if the previous ratee was poor (contrast effect).
8. The tendency to forget observations if not systematically recorded (memory decay).

Accurate ratings are more likely to result if the rater is trained in the rating process, is familiar with the behavior and characteristics of the ratee, and takes his time in making the ratings. Some of the rating techniques are more likely to control certain rater errors than others. For example, rankings and forced-choice checklists are generally the most successful in minimizing the leniency error prevalent in many work-appraisal situations. Ratings of simple and tangible behavior are likely to be more accurate than ratings of complex behavior. It is much easier to judge an individual's proficiency in a foreign language than to judge his appreciation and understanding of a foreign culture. The more persons who rate an individual, the more reliable the pooled ratings are likely to be. Despite the many human errors and biases associated with ratings, they are likely to be indispensable in assessing those kinds of learning and accomplishment that do not lend themselves to more objective measurement.

Who Are the Experts? The assessor or expert who uses rating techniques to judge prior learning outcomes can, in a sense, be anyone—faculty, community people, people who have obtained reputations for possessing specific expertise, alumni,

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[25]For a more complete explication of rating errors, biases, and techniques for overcoming error, see Chapter II of Richard Reilly, et al., *Expert Assessment of Experiential Learning–A CAEL Handbook*.

student peers, or the students themselves. The only attribute definitely required of an expert is that his or her area of expertise be closely related to the subject area of learning outcomes for which the student requests assessment.[26] For example, a student wishes to be assessed for his expertise in landscape gardening. One cannot assume that a professor who teaches basic courses in botany is qualified as an expert in landscape gardening. (It is interesting to note that the expert or judge must demonstrate his expertise as well as the student even though the methods of demonstration are different.) To take the example a little farther—suppose the botany professor does not qualify as an expert in landscape gardening, then the student's counselor or mentor must seek an outside expert in the form of a person who has his own landscaping business or go to the faculty of a nearby college.

Experts may have functions other than judging during the assessment process. Depending upon institutional philosophy and the amount of student participation in the assessment process, experts can:

1. Define criteria against which the evidence presented by the student will be judged.
2. Cooperate with student and counselor in selecting the measurement procedure(s) that will be most appropriate for eliciting the most relevant sample of student behavior.
3. Determine whether the assessment situation should be highly structured or unstructured.
4. Adapt an existing or published measurement technique or instrument to the experiences and needs of the individual.
5. Observe and record the assessee's behavior, performance, or products.

Not all institutions use the expert judgment model. Some competence-based institutions believe the competences should not be discipline bound and, therefore, a competence such as "can evaluate the impact of mass media in society" could be assessed by a librarian in the community, a psychology professor, a peer,[27] as well as by the student him or herself.

Criterion Standards. A criterion standard refers to both the criteria for deciding what type of learning will be eligible for college credit (see page 21) and the level or degree of evidence of student learning that will be considered adequate for the award of a specific amount of credit. There can be no uniform set of standards across institutions against which measurement results can be applied. Criterion standards for prior learning assessment are developed, described, and monitored on an institutional basis. The process is heavily influenced by the following factors:

1. The personal development goals of individual students.
2. The basic educational mission and objectives of the institution, and of the department wherein performance will be evaluated.
3. The external requirements of other institutions, agencies, and the like.

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[26]See also Urban G. Whitaker, "Assessors and Their Qualifications."

[27]For a full explanation of the generalist approach to learning and assessment see Richard A. Yanikoski, *The Use of Generalist Evaluators in the Assessment and Crediting of Experiential Learning*.

Reilly (1977) suggests that criterion standards should be established in such a way that they have clear meaning for both the assessor and the student. Steps in their development are:

1. Begin with general definitions of competence or learning that can be applied to all fields.
2. Define specific learning outcomes that should be assessed.
3. Write definitions that can be specifically applied to the area of learning in which the student is seeking credit.
4. Identify critical behaviors or indices that relate to different levels of competence or learning in which the student is seeking credit. This is particularly important when the assessment can lead to varying numbers of credits.

Fremer describes and evaluates seven methods of setting standards which vary from the development of competence scales to the use of normative data.[28]

Clearly, even though standards may differ in type from institution to institution levels of learning or competence must be clearly defined within each institution and understood by all parties in order to provide a sound basis for assessment.

Arrangements Used for Producing Expert Ratings

The arrangements described in this section pertain to various types of judging situations by which ratings can be obtained. Frequently, these arrangements are used also in evaluation. In fact, measuring (rating) usually overlaps with the evaluation stage in the portfolio process.

Individual Faculty Members in a Relevant Area. Although this is the most commonly used and most inexpensive arrangement for measuring prior learning outcomes, unfortunately it is probably the least reliable method of obtaining ratings. Empirical studies have shown that the average of several experts' ratings is more reliable than the ratings of one expert. Since many of the sources of error in ratings mentioned previously are idiosyncratic for a given rater/assessor, using several assessors could result in the canceling out of these unique sources of error and thus produce more accurate ratings. However, the use of more than one expert in many institutions would make prior learning assessment a costly service. Therefore, institutions using an individual faculty member in a relevant area should guard against unreliable judgments by (1) having explicit assessment policies and guidelines; (2) training experts to be assessors; (3) checking the individual assessor's judgment with a duplicate judgment on a regular basis for quality control.

Institutions that use this arrangement heavily for judging are generally traditional institutions that emphasize the importance of a close relationship of prior learning to an academic discipline. The most frequently used measurement tools in this situation are the interview, the essay examination, and objective tests. The student's portfolio is generally divided into sections covering subject areas or competence areas so that the student, for example, can present data processing skills to one expert and language competences to another expert.

Permanent Faculty Committee Representing Various Disciplines. This arrangement is used frequently in institutions that offer interdisciplinary or general

[28]For a more complete discussion of criterion standards see John Fremer, *"Setting and Evaluating Criterion Standards."*

studies programs for adults in which variety and depth contributing to a general degree are more important than specialization. In general, where this arrangement is used, each member of the committee reviews the student's portfolio and decides on the basis of the portfolio that the student's experience and claims to learning are worth a certain number of credits. Then the committee meets in a plenary session, and discrepancies between faculty concerning the number of credits recommended are narrowed and a final number of credits is recommended. Unfortunately, in these cases the student may never see the committee, and prior learning outcomes are "judged" on the basis of the portfolio, not the assessment process; the portfolio is evaluated for academic credit and recognition. If the permanent interdisciplinary faculty committee is used, it is advisable for the committee to rate student performance on various exercises such as simulations, performance tests, etc., or at least the student should meet with the committee for a panel interview.

The advantage of such a committee is that it is more able to handle a breadth of prior learning outcomes that come from a variety of experiences. For example, *one* student may construct a portfolio around the following experiences. He is a vice president of an investment counseling firm, member of the town council, a gourmet cook, travels a great deal, and photography is his hobby. However, because of the characteristics of the committee, it is entirely possible that there will be no "expert" present who is qualified to assess a particular learning outcome or constellation of outcomes related to a particular discipline.

Permanent Faculty Committee Representing Various Disciplines and an Individual Faculty Member in a Relevant Area. Unless the student is asked by the committee to demonstrate his professed learning outcomes above and beyond the submission of the portfolio, this situation has all the problems associated with the previously described arrangement. However, if the individual faculty member (who will vary with the type of learning presented) acts as a screening device, assessor, and synthesizer of measurement results, the committee will be better informed in making decisions pertaining to academic credit or recognition. It is possible that several individual faculty members will meet with the committee depending upon the variety of the student's experiences.

Departmental Faculty Committee. This arrangment provides the framework for the production of somewhat more valid and accurate ratings than the structure mentioned above if assessment is bound to an academic discipline. First, the use of different measurement techniques appropriate to one discipline is more likely in this situation than there would be if a permanent interdisciplinary faculty committee were used. Faculty from one discipline are more apt to know or be able to determine the appropriate measurement tools for student skills, competence, and knowledge in their area and how to adapt various measurement techniques to their situation. Because more than one assessor is used, errors of judgment inherent in the assessment process are more likely to cancel each other out and thus produce more accurate or reliable ratings.

Departmental committees are particularly appropriate in institutions where learning outcomes are equated to course credits. The faculty members of one department have an overview of the content and educational outcomes of the courses offered in their department. A student seeking assessment in this institutional situation is most likely to be assessed by several departmental committees depending on the variety of his or her prior learning outcomes.

Outside Experts. These are generally local professionals who have direct acquaintance and expertise in the practical application of a student's prior learning. They tend to balance the assessment in the respect that faculty are likely to be somewhat removed from experiential components of skills and knowledge due to their academic orientation. Judges who operate outside the academic sphere are generally more facile at designing and/or using measurement techniques other than objective examinations (e.g., performance tests, occupational checklists, and simulations).

On the negative side, they are less apt than faculty to be knowledgeable about evaluating measurement outcomes in terms of credit or academic recognition since they are somewhat divorced from institutional policy. This can be overcome by making local professionals part of the educational community by training faculty and outside experts together in workshops or offering adjunct faculty opportunities to the outside expert.

Alumni Experts. These individuals can be particularly adept at assessment in institutions that have special programs such as competence-based education. They have first-hand knowledge of how the program operates, what the criteria are for mastery, and how competences are put to the test outside the academic world. For maximum assessment effectiveness, an alumna who is to assess a student should have direct knowledge of the outcomes or areas for which the student seeks credit.

Peers. In essence, peers (persons presently enrolled at an institution) as experts would conform to the special position and possess the attributes of alumni. A peer who has recently been through a portfolio process, routinized and well-explicated by the use of guidelines and procedures, is well-informed, in some respects, about the standards and criteria that are used for assessment and evaluation and, therefore, is qualified as an expert. Peers and alumni could be used for preassessment screening sessions to ascertain whether the student and his or her portfolio are sufficiently prepared for rigorous assessment. In a sense, they would act as coaches and would provide the student with a measure of confidence before the final assessment situation. When alumni and peers are used in this counseling capacity, they should not participate on the assessment team as their previous contact with students would bias their judgments in the final assessment.

Assessment Team. It would seem that none of the arrangements described above insures maximum efficiency, accuracy, and validity in the measurement and evaluation of prior learning outcomes; however, each of the frameworks has advantages. The use of an assessment team incorporates the best of all these arrangements. An assessment team might include the following persons, all of whom should have acquaintance or expertise in the area in which the student claims to have acquired experiential learning (1) a faculty person, (2) an alumnus, (3) a local expert outside the institution, (4) a peer. In this situation, the student is frequently considered part of the assessment team in that he or she rates and evaluates the personal accomplishments that are under consideration. Training and practice sessions are a requirement for assessment team members. Rosters can be developed which list names of assessors in the competence and subject areas which are most frequently requested by students for assessment.

Those institutions that use the assessment team approach feel that a team insures the student a greater degree of objectivity and realism and expands the breadth of expert judgment in assessment and evaluation beyond the individual

classroom and institution. Such an approach is educative because it enables the student to integrate what he or she knows and can do. Since feedback and self-assessment are part of the process, the assessment becomes part of the student's total learning experience in higher education.

The major problems with this approach are that (1) it is apt to be expensive if team members are nonvolunteers and (2) it is difficult to arrange assessment sessions at convenient times for all members of the team.

8. EVALUATING AND RECORDING PRIOR LEARNING OUTCOMES

Once measurement information has been included in the portfolio, judgments must be made as to the amount of academic recognition to be awarded to the student. It is difficult to distinguish this stage from measurement since often the criteria and guidelines used for rating or judging learning outcomes are inextricably interwoven with those benchmarks used by assessors and faculty for determining whether specific competences or learning outcomes are worthy of recognition in the realm of higher education or in the specific institution with which they are associated.

The determination of credit equivalencies or academic recognition is frequently done by those individuals who were involved in the measurement stage of the portfolio process. However, some institutions provide for a second committee to review the portfolio, assessment information, and perhaps recommendations for recognition and then make the final decision for the amount of the academic award.

Very few institutions have attempted to arrive at specific methods and guidelines for translating the level and extent of learning into academic currency. The methods described in this chapter include the most common approaches whereby academic equivalencies are established.

Courses Offered in the College

The student may have suggested various course equivalents of his or her experiential learning in the first stage of the portfolio process after examining the institutional course catalog (see Appendix V). During the measurement stage, assessors note this in the portfolio, and primarily through essay, objective, and oral examinations, they determine whether course coverage was approximated by the student's prior learning experiences. This evaluation process operates under certain assumptions:

1. A specific body of knowledge and its application have been sufficiently identified by the student as one or several prior learning outcomes.
2. These prior learning outcomes match the description of the course or courses well.
3. The course descriptions in the catalog are relatively precise.
4. The assessor/evaluator has additional knowledge of course content and requirements such as syallabus, text, field practicum, research, term papers, and exams.
5. The assessor/evaluator is aware of the degree of similarity in content from one section of the course to another.

It is rare that all these assumptions can be met, particularly in cases where competences such as interpersonal competence, decision making, and leadership

ability are the subject of evaluation. In addition, there are cases where the student has mastered specific content through work experience and noncollege courses, and no course equivalent can be found in the catalog. For example, many four-year institutions do not offer courses in secretarial science, and therefore a student seeking credit for secretarial skills and competences has no way to equate these outcomes to specific courses. In a case such as this, the student has an alternative of being evaluated in terms of courses in business and management, which most closely match secretarial skills. Frequently when the mismatch between outcomes and courses is great, the student must redefine learning outcomes to fit a course and is assessed and evaluated under these conditions, taking the chance that his or her experiential learning might be insufficient to prove that minimum mastery of course requirements has been achieved.

Course equivalence evaluation is easiest for learning acquired through noncollege coursework such as seminars, workshops, and courses which are offered by proprietary institutions and industry (see Appendix W). The course equivalent method has the advantage of being easier to record on transcripts; thus these life experience credits are more acceptable to employers and graduate/professional schools.

Subject or Discipline Area

This method can be employed to substitute for course equivalence evaluation when no courses that cover a student's experiential learning can be found at an institution. For example, a student seeks credit for skill and learning acquired as a school board member. The educational outcomes of the courses offered by the institution in educational administration are not similar to the skills and knowledge that the student has identified and demonstrated. The student can examine other college catalogs and textbooks in education for the purpose of determining that his skills and learning fall within the field of education. If the student can show that his experiential learning is included in the discipline and the assessor/evaluator accepts his findings, his learning can be evaluated in light of the general field of education.

Subject or discipline areas can be used another way in evaluating prior learning outcomes. A large block of credit could be awarded in one major discipline if the student's competences compare favorably with the competences of those who have graduated and are employed successfully in a given field. For example, a student who has been a day care aide could demonstrate that the competences that she acquired in the day care center are equivalent, in some areas, to those acquired by individuals who have majored and graduated in early childhood education.

Competences

This is probably one of the most direct approaches to evaluate, but it can be useful only in those institutions that emphasize and use competence-based education. Usually in this case, the college requires a specific number of competences to obtain a degree. In the identification stage of the portfolio process, the student attempts to express experiential learning outcomes in terms of these competences. These are demonstrated by the student through the use of various measurement techniques, and if certain competences have been obtained through prior experience, these are

checked off the institutional degree competence list, leaving behind those competence requirements to be fulfilled for graduation.

Competence achievement will generally not be recognized in the form of credits since the competences themselves, upon mastery, are considered units of recognition with a certain number of competences or units satisfying degree requirements. Achievement of competences and the assessment procedures are usually recorded on a narrative transcript. For this reason, academic recognition in terms of competences is, at this time, the least negotiable coin of the academic realm. Without course titles, number of credits, and grades the transfer of credit to traditional undergraduate institutions and the evaluation of credit by traditional graudate schools becomes difficult.

Holistic Evaluation

This refers to the recommendation of a number of blanket credits on the basis of the total life experience learning presented and articulated in the portfolio. The presentation replaces any procedures in the measurement stage in that the portfolio is assessed as a total product by a committee of evaluators. In this situation, the student frequently does not interact with the committee. For this reason, the evaluation should be conducted in conjunction with a set of guidelines (see Appendix X).

The holistic approach is used frequently in general studies programs, which emphasize liberal arts rather than professional courses. The programs focus on personal growth and active involvement in social change as the primary aims of higher education, and they are usually generous in the amount of credit offered for nonwork experiences.

Degree or Contract Requirements

At times, degree requirements cannot be separated from the crediting process. For example, a student has 20 years of experience as an investment counselor. The last several years have been spent as vice-president of an investment firm. The assessor feels that his experience is worth 30 credits, which will constitute a major in business and administration. However, the business school in the college has a rigid requirement of a two-semester sequence in basic accounting. Six credits are subtracted from the recommended 30 credits, and the student must take the course in accounting.

The contract degree, which usually does not involve the award of credits, is made up of a series of educational goals which the student may accomplish by prior learning or through institutionally-sponsored work. After the student's prior learning (as it relates to contract goals) is assessed and achievement of various goals is determined, the assessor/evaluator checks off goals achieved, leaving those that are yet to be accomplished. It is possible that the student will not receive recognition for all the educational goals he or she claims to have achieved through prior learning. If this is the case, then they must be incorporated in sponsored courses, projects, practicums, or independent study. When the student feels that he or she has completed the degree contract, it is usually presented to a review committee.

Number of Years of Experience

In some cases, the amount of time spent in a particular activity influences the amount of credit or recognition awarded for experiential learning, with more years spent in an activity resulting in more credit for an older student and less time resulting in less credit for a younger student. The use of time for determining college equivalence is probably the least satisfying and justifiable method both to entering students and to individuals involved in the academic setting. Most colleges feel that the goal of the portfolio procedure is to get at the assessment of knowledge, skills, and competences and therefore the months or years spent in work, volunteer, or recreational activities are not in themselves significant or creditable.

The use of time as a factor is important and justified only when it is accompanied by personal and intellectual growth. For example, a student may be presently employed as a company executive and may have worked in the business world for 15 years. The number of years is significant if it can be shown that the student has worked for several companies and has advanced her career with job changes and within each company for which she has worked. Perhaps during one five-year block of time, no career growth can be noted. Chances are that no new skills were obtained, and previously acquired competences and skills were practiced in a repetitive fashion; therefore, this five-year period could be subtracted since it did not encompass a significant learning experience.

A Word about Transcripts

Attempts to use course-type labels to identify the subject content of both the learning experience and the resulting outcomes have been called inadequate and lacking in accuracy. The use of credit hours alone in an attempt to quantify the extent of experiential learning has also been judged inadequate because credit hours, as they are currently applied to classroom learning, are determined by time spent in learning activities rather than representing directly the amount of learning that might have taken place. Credit and grades are likewise deemed inadequate as measures of the quality or level of learning achieved, since they do not specify the criterion standards employed.[29]

A number of nontraditional programs in higher education have recognized these problems and have been experimenting with alternative forms of experiential learning transcripts.[30]

Forms of alternative transcript models vary according to the degree to which narration is used in presenting the results of the student's learning experiences. In general, institutions list some type of title of the work or experience completed with a description of the activities in which the student participated, particularly since no catalog description of them usually exists. Many schools convert experiential learning into some measure of time units or credit. The greatest diversity, however, appears to exist in the type and amount of evaluative materials included. These range from standard grades to the students' own evaluation of their learning, depending, in some cases, on the student's expected uses of the transcript, the type

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[29]Peter Meyer, *Awarding College Credit for Noncollege Learning*, 1975.

[30]See Aubrey Forrest, Richard J. Ferguson, and Nancy S. Cole, "The Narrative Transcript."

of experience undertaken by the student, or the amount of experiential learning described in the transcript.

Though support for narrative transcripts is growing among educational institutions and employers, their adoption has stimulated several concerns peculiar to their preparation and use. One principal concern centers on what should be included in the transcript in order to convey the necessary information. Of course, decisions regarding the use of detail in describing the components of the learning process and its measurement are often influenced by issues of cost of production and interpretation of the transcript by outside agencies.

If narration is used to substitute for rather than to supplement grades and credits, there is some concern that institutional standards may suffer, if we assume that grades and credits are the essential motivators of student performance. If students are allowed to set their own criterion standards, they may not be motivated to excel. In a pass-fail grading system, however, the use of narrative evaluations can only enhance efforts to maintain institutional standards.

Since the chief purpose of a transcript is to provide for others an accurate and complete record of learning as measured by an institution, the use of a narrative record by agencies, such as employers and graduate and professional schools, is of considerable concern to schools beginning an implementation of narrative transcripts. Certainly one value of such a transcript is that it can provide a complete and precise record of the student's learning activities, particularly those of an experiential nature. This is generally deemed desirable, if not essential, by most employers and receiving institutions. But these transcripts may pose problems for many receivers.

If, for example, transcripts include no grades and consequently no grade-point average is available, they may be viewed as less valuable, particularly when decisions must be made regarding admission to programs or award of honors or financial assistance on the basis of these brief qualitative indices.[31] In some cases, readers of these transcripts are unwilling to sort through narrative evaluations to determine the overall picture of the student's accomplishments. Then, too, such narrative evaluations address the individual's experience and are based on criterion standards often specific to that student.

No matter what method is used for evaluating and reporting experiential learning for academic credit or recognition, the evaluation usually involves two decisions: (1) On the basis of measurement results, should credit or recognition be awarded for particular learning outcomes and competences? (2) How much credit or recognition should be awarded? Both decisions are difficult to make if there is a lack of faculty consensus or guidelines. (See Appendix Y for criteria for award of credits and Appendix Z for guidelines as to the amount of credit to be awarded.) The second decision is often colored by the total number of credits that a student can obtain for life experience and residency requirements at a given institution. In this case, the portfolio represents a negotiating process between student and institution as opposed to the notion of banking credits or recognition. Clearly, the evaluation process and, for that matter, the entire portfolio process is heavily influenced by the philosophy of a particular program or institution in terms of higher education—what

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[31]For a discussion of the problems posed by narrative transcripts from the perspective of graduate school admissions and financial aid officers, see Byron Groesbeck, "Admissions from Nontraditional Colleges."

higher education means, and how experiential learning can be integrated into this meaning.

IV. Applications of the Model

The stages of assessment and alternative methods for each stage have been described in the previous chapter. What remains to be shown is how these alternatives can be assembled into an assessment process.

Users of the *Handbook* can try their hands at assembling a portfolio process of best fit for each of their respective institutions. Through this exercise, gaps in the model can ascertained. For example, faculty members and administrators, probably through committee work, can attempt to design a portfolio system using Figure 3 by checking the appropriate boxes in the chart. A running account of the rationale that prompted institutional reviewers to select particular procedures for various categories such as "required," "emphasized," "optional," or "not used" would serve to uncover the philosophical orientations and institutional constraints associated with various types of programs. This process could lead to suggestions for materials or procedures needed above and beyond those described in this *Handbook*, and thus improve the state of the art.

Figure 4 represents a hypothetical configuration for a traditional university that has no special adult program; however, this university offers portfolio assessment as one option among several in what is called the Individualized Education Office.

The student is aided in the assessment process by the counselor, as well as self-instructional materials, in the form of a student handbook (facilitating). The student and counselor meet frequently over a three-month period, during which the student prepares a resume (identifying) and examines the university's course catalog, then attempts to express learning outcomes of experiences in terms of courses in the catalog (expressing), and soon after writes the first draft of the portfolio narrative (articulating).

The counselor screens the materials and gives the "go-ahead" to the student to verify the learning outcomes (documenting). When the documentation has been cleared by the counselor, the student completes the portfolio. Upon completion the student is assigned a faculty assessor for each discipline area represented in the portfolio (judging), having the choice of an oral examination, essay, or special study to provide proof of accomplishment (measuring). Each assessor bases his or her credit recommendation on the correspondence between the student's learning and course outcomes (evaluating), and the credits are entered beside a course number (recording).

Figure 5 shows an actual process at the University of Massachusetts, Amherst, University Without Walls Program. The prior learning assessment process is incorporated with degree planning, and there is much student evaluation interaction. Students identify evaluators and participate heavily in the evaluations and credit recommendations and even prepare their own transcripts. No matter which assessment configuration is used, institutions are obligated to evaluate process periodically and systematically. Such evaluation not only encourages quality control but is the source of information for correction and innovation so necessary for such programs.

Of course, in reality, the design of the assessment process depends heavily on costs to the student and costs to the university in addition to the availability of

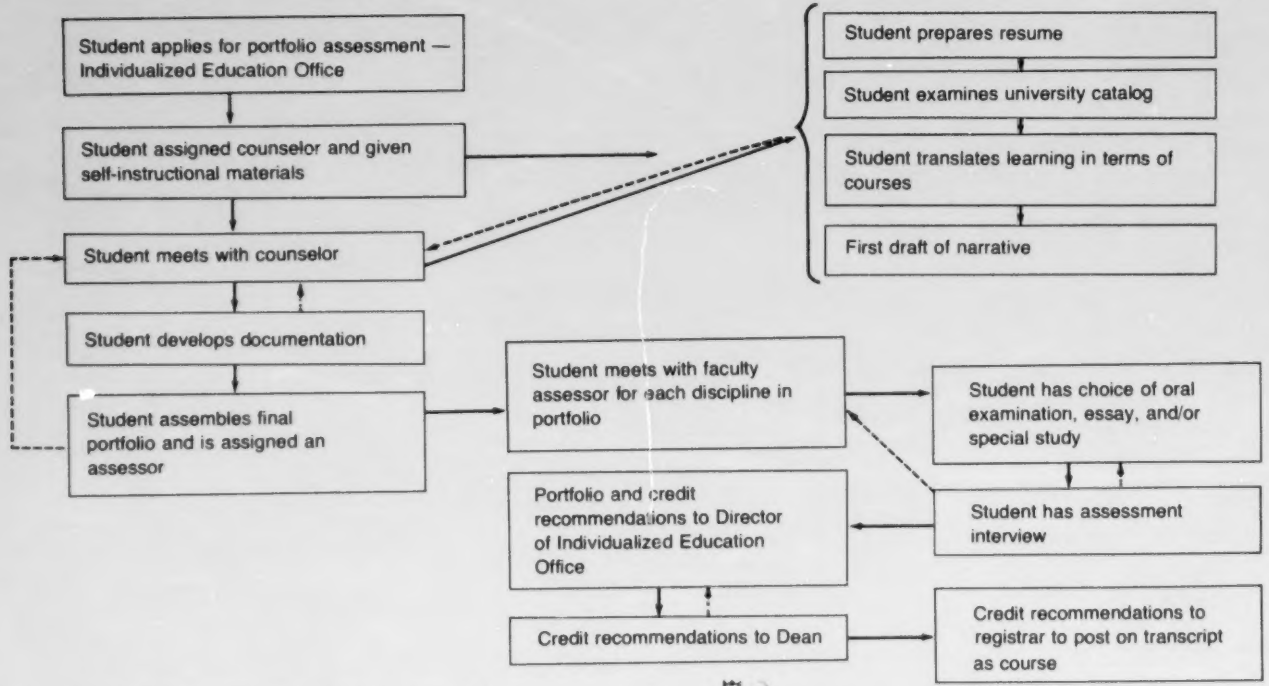
Figure 3
A Framework for an Eight-Stage Model of Portfolio Assessment

Major Stages and Alternative Procedures	Local Practice			
	Required	Emphasized	Optional	Not Used
1. Facilitating Reentry and Portfolio Assessment				
a. Counseling				
b. Mentoring				
c. Life/prior experience workshops				
d. Educational planning course				
e. Educational brokering organization				
f. Self-instructional materials				
g. The CAEL *Student Guide*				
h. Faculty workshops				
2. Identifying Prior Learning Experiences				
a. Time-line method				
b. Resumes				
c. Work packets and outlines				
d. Autobiography				
3. Expressing Prior Learning Outcomes				
a. Institutional goals				
b. Competences				
c. Occupational & technical skills				
d. Taxonomies				
e. Courses				
4. Articulating Prior Learning Outcomes				
a. Intellectual narrative				
b. Thematic narrative				
c. Degree pacts or contracts				
d. Learning contracts				
5. Documenting the Experience and Outcomes				
See Figure 2, page 33				

Figure 3 (Cont'd)

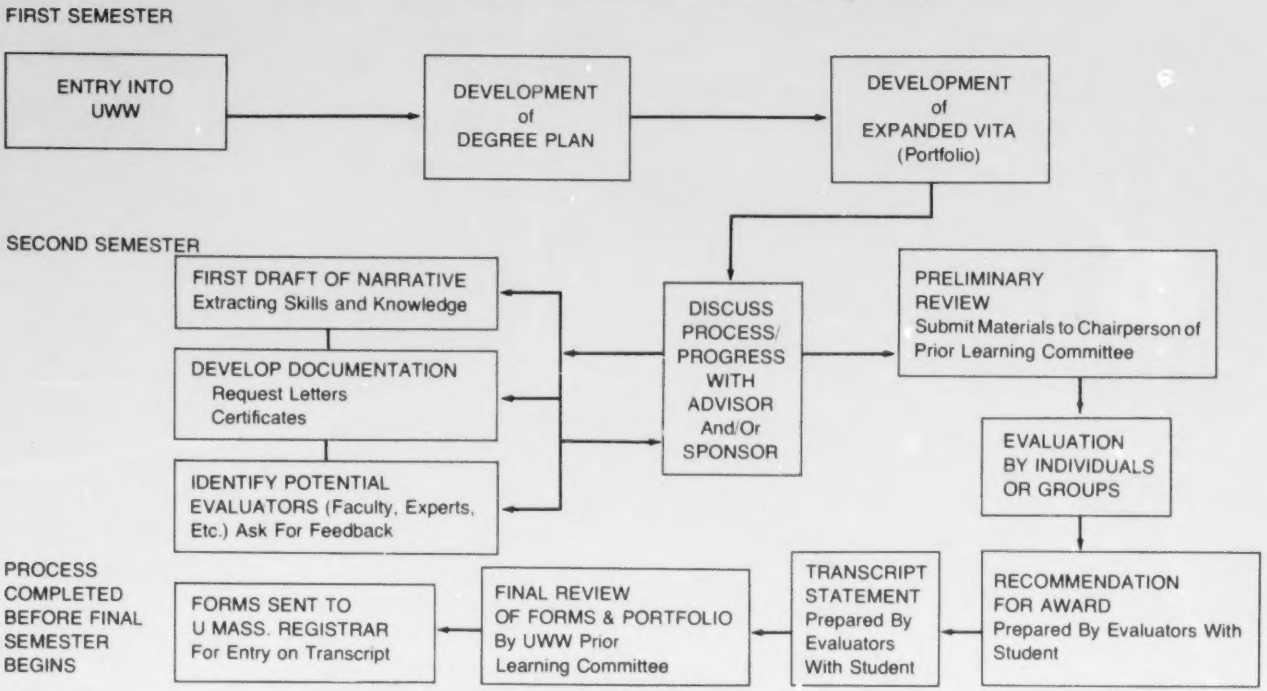
Major Stages and Alternative Procedures	Local Practice			
	Required	Emphasized	Optional	Not Used
6. Measuring Prior Learning Outcomes				
a. Product assessment				
b. Interviews and oral examinations				
c. Simulations				
d. Performance tests				
e. Essays				
f. Objective paper-and-pencil tests				
g. Self-assessment				
7. Judging Prior Learning Outcomes				
a. Individual faculty member				
b. Permanent faculty committee representing various disciplines				
c. Permanent interdisciplinary faculty committee and individual faculty expert				
d. Departmental faculty committee				
e. Outside experts				
f. Alumni experts				
g. Peers				
h. Assessment team				
8. Evaluating and Recording Prior Learning Outcomes				
a. Courses offered in the college				
b. Subject or discipline area				
c. Competences				
d. Holistic evaluation				
e. Degree or contract requirement				
f. Number of years of experience				

Figure 4
Hypothetical Configuration for Prior Learning Assessment*


Student applies for portfolio assessment — Individualized Education Office
Student assigned counselor and given self-instructional materials
Student meets with counselor
Student develops documentation
Student assembles final portfolio and is assigned an assessor
Student prepares resume
Student examines university catalog
Student translates learning in terms of courses
First draft of narrative
Student meets with faculty assessor for each discipline in portfolio
Student has choice of oral examination, essay, and/or special study
Student has assessment interview
Portfolio and credit recommendations to Director of Individualized Education Office
Credit recommendations to Dean
Credit recommendations to registrar to post on transcript as course

*Dotted lines indicate the most likely points at which feedback may occur.

Figure 5
Assessment of Prior Learning as Part of a Degree Plan.*


FIRST SEMESTER
ENTRY INTO UWW
DEVELOPMENT of DEGREE PLAN
DEVELOPMENT of EXPANDED VITA (Portfolio)
SECOND SEMESTER
FIRST DRAFT OF NARRATIVE Extracting Skills and Knowledge
DEVELOP DOCUMENTATION Request Letters Certificates
IDENTIFY POTENTIAL EVALUATORS (Faculty, Experts, Etc.) Ask For Feedback
DISCUSS PROCESS/ PROGRESS WITH ADVISOR And/Or SPONSOR
PRELIMINARY REVIEW Submit Materials to Chairperson of Prior Learning Committee
EVALUATION BY INDIVIDUALS OR GROUPS
RECOMMENDATION FOR AWARD Prepared By Evaluators With Student
TRANSCRIPT STATEMENT Prepared By Evaluators With Student
FINAL REVIEW OF FORMS & PORTFOLIO By UWW Prior Learning Committee
FORMS SENT TO U MASS. REGISTRAR For Entry on Transcript
PROCESS COMPLETED BEFORE FINAL SEMESTER BEGINS

*Courtesy of University Without Walls Program, University of Massachusetts, Amherst

human resources. This *Handbook* has made no attempt to address the cost problem.[32] The CAEL Operational Model Project has involved twelve institutions in planning assessment models that are cost effective and include criterion standards developed at the institutions with the model in mind. These models will provide the administrative and institutional contexts in which the assessment model described in this *Handbook* can operate.[33]

[32]See Dean T. Jamison and Barbara Burgess Wolfe, "Assessment and Accreditation: Economic Considerations", and George Weathersby and Armand J. Henault, "Cost-Effectiveness of Programs."

[33]For a detailed description of the project, see *CAEL Operational Models Project Final Report*; for a summary, see Warren W. Willingham, John R. Valley, and Morris T. Keeton, *Assessing Experiential Learning*. A list of all the Operational Models project reports published by CAEL is appended to the reference list on page 64.

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APPENDIX A *
BASIC ASSESSMENT REQUIREMENTS

1. Institutions should develop a policy that states the philosophical rationale for crediting experiential learning.
2. Institutions should develop a policy that states what general types of experiential learning are creditable.
3. Students should be required to differentiate clearly between learning and experience in requesting credit.
4. Learning outcomes should be identified with enough specificity so they can be readily communicated.
5. Institutions should develop policy concerning what types of experiential learning are creditable to what limits and in what programs.
6. Institutions should require individuals petitioning for degree credit to specify satisfactorily how experiential learning contributes to the individual's degree program.
7. Institutions should develop routine procedures for determining periodically whether there is adequate agreement within the faculty as to what experiential learning is creditable.
8. Institutions should develop general guidelines concerning what constitutes adequate documentation of learning.
9. If indirect evidence of learning is accepted, periodic checks of the authenticity of such evidence should be made.
10. Assessment of experiential learning should be based upon techniques that fit the character of the learning, especially its individuality.
11. In evaluating an individual's learning, assessors should use techniques that are appropriate to the background and characteristics of the learner.
12. The assessment process should be an integral part of the learning process.
13. Experiential learning should be assessed in reference to criterion standards of what the individual should be able to do.
14. Whenever possible, criterion standards for particular learning outcomes should be stated at several levels of competence.
15. Where applicable, levels of competence required for awarding credit should be clearly defined.
16. The basis for translating learning outcomes into credit hours should be specified.
17. A complete description of institutional practices concerning assessment of experiential learning should be readily available.
18. Insofar as possible, the results of individual assessment should be objectively stated.
19. The results of assessment should be sufficiently consistent to insure equity to individual students.
20. Institutions should establish routine procedures for monitoring the consistency of assessment outcomes.
21. Feedback to students concerning the outcome of assessment should foster learning and personal development.
22. The permanent record of the student should communicate effectively to third parties.
23. Finally, basic requirements of sound practice in assessing experiential learning should not be sacrificed merely because they seem superficially more expensive than traditional assessment procedures.

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*From Warren W. Willingham, "Critical Issues and Basic Requirements for Assessment," in Morris T. Keeton and Associates, *Experiential Learning: Rationale, Characteristics, and Assessment*. San Francisco: Jossey-Bass, 1976.

APPENDIX B*
SAMPLE FACT SHEET

Some Hints On Beginning The Life Experience Portfolio

The following comments are intended as hints to approaching the life experience portfolio *after* discussion of the Guide to Life Experience Portfolios with your mentor.

HOW CREDIT IS ALLOTTED

In practice, the committee looks for a variety of things:

—accomplishment in a field or activity, such as a job or community service, involving the learning of knowledge, skills or procedures

—insight into past experiences, or any other demonstration of increased understanding of your past behavior and activity

—evidence of having learned from past experience and having applied the lessons to later situations

CORRECTING SOME COMMON MISCONCEPTIONS

—while the number of areas you choose to discuss is optional, the inclusion of diverse experiences is important, as is the depth of discussion in each area you select to include

—the number of additional facts and remembrances you manage to pack into your discussion is not as important as what you make of the basic facts themselves

—your positions, skills, and achievements should not be emphasized to the exclusion of experiences related to personal development

—the overall development of your discussion is more important than the literary merits of your writing style

—an extensive section of documentation in the appendix should not be overemphasized to the detriment of your providing explanations and reflections on the significance of your experiences

HINTS ON EXAMINING SAMPLE PORTFOLIOS

—postpone examining other portfolios long enough to give yourself a chance to gain a sense of the style of presentation most comfortable for you and your material

—when you look at other portfolios, remember that they have received varying amounts of credit, and that any particular portfolio may not be the best model for you

HINTS ON DEALING WITH THE DOCUMENTATION (letters, art work, publications, photographs, etc.)

—while it may be helpful to scrounge around your attic for mementos that might jar your memory, postpone a concerted effort to organize the documentation until after making headway on the paper itself

—send for documentation when the thought first occurs to you to allow time for its arrival—even if you may not use it later

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*Courtesy of College of New Rochelle, School of New Resources

79

APPENDIX B (cont'd)

REMEMBER

You can look to your MENTOR for

—help in shaping the direction of your paper

—aid in the reflective process

—incentive to keep at it

You can look to the LANGUAGE CENTER for

—help in finding a writing style suitable to your material, including copies of POINTS TO CONSIDER WHILE WRITING THE LIFE EXPERIENCE PORTFOLIO

—further guidelines on technical matters about the writing itself

You can look to ANYONE ON THE STAFF when you panic!

APPENDIX C*
SAMPLE OF USE OF CAEL STUDENT HANDBOOK IN LIFE EXPERIENCE WORKSHOP

Our Lady of the Lake University of San Antonio
"New Horizons for Adult Learners Program"

Workshop: "HOW TO EARN COLLEGE CREDIT FOR LIFE/WORK EXPERIENCES"

Goal: Students will be able to identify and analyze competences which they have achieved through life/work experiences, be able to articulate these learning outcomes in a clear, logical manner, and produce verifying evidence of their achievement.

SESSION I

Objective #1 To identify and analyze Personal Life/Work Experience Competences.

Activities

1. In a "Round Robin" session participants will identify and describe the major experiences of their lives which have resulted in verifiable "higher order" learning outcomes.
2. Through a process of questioning and probing, participants challenge each other regarding:
   (a) what has been learned
   (b) why they consider the learning worthwhile, and
   (c) how they would document achievement of competences.
3. Participants list, in writing, their major life/work experiences and the competences which:
   (a) they consider deserving of college credit, and
   (b) they can document.
4. Participants prepare a reflective statement on the meaning of their life/work experiences.

Follow-Up

1. Read pp. 1-20 in *Student Handbook on Preparing a Portfolio For The Assessment of Prior Experiential Learning* (CAEL).**
2. Write Autobiography according to guidelines in *CAEL Handbook*.

SESSION II

Objective #1 To be able to relate life/work experience competences to the general education requirements of Our Lady of the Lake University.

Activities

1. Participants discuss content and meaning of Our Lady of the Lake's competence statements and general education requirements.
2. Using a list of Our Lady of the Lake's competence statements, participants categorize their life/work competences according to the appropriate OLL requirements.

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*Courtesy of Our Lady of the Lake University of San Antonio.

**The revised edition of this publication is *Assessing Prior Learning-A CAEL Student Guide*, by Aubrey Forrest.

APPENDIX C (cont'd)

Objective #2 To be able to relate life/work competences to specific academic disciplines or professional areas.

Activities

1. Participants discuss content and requirements of particular majors and areas of concentration offered by OLLUSA.
2. Using catalog descriptions of programs and course offerings, participants categorize their life/work competences according to appropriate areas.

Follow-Up

1. Read Chapters IV, V and VI in *CAEL Handbook*.
2. Examine more closely OLL's undergraduate program options as given on pp. 59–65 of the 1976 *Bulletin*, and course descriptions beginning on p. 79 of the *Bulletin*.
3. Refine and revise work done thus far on the identification, articulation, and documentation of life/work competences.

SESSION III

Objective #1 To become more familiar with types of documentation, the relative amounts required to validate experiences, and the methods of procuring and presenting documentation.

Activities

1. Using the content of Chapter IV of the *CAEL Handbook*, participants discuss the areas of concern identified in Objective #1.

Objective #2 To be able to summarize in a logical, succinct form the general competences achieved through life/work experiences, and to determine how these competences can be validated or documented.

Activities

1. Given an appropriate form, participants list (a) the specific competences achieved, (b) the experiences in which competences were achieved.
2. Participants discuss methods for validating competence, determine types of validation which may be adequate and appropriate, and indicate how they will document their own areas of competence.

Objective #3 To be able to summarize in a logical, succinct form, the specialized competences achieved through life/work experiences, and to make requests for specific amounts of credit in specialized areas.

Activities

1. Given appropriate form, participants list specialized competences and the experiences which led to achievement of these competences.
2. Using the *OLLU Bulletin* as a guide, participants relate competences achieved to specific course or program offerings and indicate amount of credit requested.
3. Using guidelines given in the *CAEL Handbook*, participants determine type and amount of documentation required.

APPENDIX C (cont'd)

SESSION III

Objective #4 To be able to relate competences achieved to life goals.

Activities

1. In groups of two or three, participants discuss future life goals and explain how the competences already achieved fit into these plans; how the "Where I Am Now" can help me to arrive at "Where I Want To Go."
2. Under the heading "My Life Goals," participants write an expository statement summarizing what they have discussed with their peers. Participants follow guidelines and suggestions given in Chapter III of the *CAEL Handbook*.

Follow-Up

1. Begin to refine, revise and edit all documents prepared thus far and begin to assemble portfolio.
2. Prepare documentation for all experiential learning outcomes.

APPENDIX D*
SAMPLE OF A FACULTY DEVELOPMENT WORKSHOP AGENDA

CAEL Faculty Development Workshop
Metropolitan College, St. Louis University
St. Louis, Missouri
April 2, 1976

AGENDA

10:00–12:00 I. The Portfolio
- A. What Is a Portfolio (Newsprint and Overhead)
- B. CAEL's 8-Stage Model (Overhead)
- C. Portfolio Used to Advise Student in Developing Educational Goals and Career Goals (Overhead)
- D. Additional Evidence
- E. Evaluator Process Form (Overhead)

12:00–1:00 LUNCH

1:00–3:00 II. Evaluator Guidelines
- A. Development of Outcomes
  1. Errors in Assessment (Overhead)
  2. Six-Stage Model of Developing Criteria (Overhead)
  3. Models for Criteria Development for Social Interaction and Communication (Overhead)
  4. Participant Work Session on Developing Criteria
- B. How Much Credit (Overhead)

3:00–3:15 COFFEE BREAK

3:15–4:00
- C. Modes of Assessment (Overhead)
  1. Presentation of Schema Listing All Modes and Indicating for Each:
     a. For what kind of experience/learning/outcome is this a preferable method?
     b. What are the advantages of this method?
     c. What are the problems connected with this method?
  2. Demonstration of Sample Forms for Modes of Assessment
     a. Interview
     b. Role Playing
     c. Simulation

4:00–4:45 Participant Work Session on Portfolio Evaluation

4:45–5:30 III. Assessors
- A. Who Assesses
- B. Expert Judgment

Workshop conducted by
Laila Aaen & Margaret Earley
Alverno College

Note: Handouts accompany all overheads

*Courtesy of Alverno College

APPENDIX E*
SAMPLE GUIDELINES FOR AN APPRENTICE SYSTEM

New evaluators will be added to the Team from time to time as work demands. Although these individuals are selected by the Institute, current Team members are to have an advisory role in their selection. Each new evaluator is required to undergo a period of supervised training. This involves the following steps:

1. A period of passive observation of Developmental Experience Team meetings and of familiarization with Developmental Experience Program policies, procedures, credit criteria, title taxonomy, and application forms.
2. A period of practice evaluation utilizing previously evaluated applications.
3. A period of probationary evaluation, during which the new member makes limited original evaluations and submits them to the Coordinator, who comments and returns them to the new member. In these cases, the recommendation of the Coordinator is binding.
4. Full autonomy as an evaluating Team member. This is offered upon the recommendation of the Coordinator, and is confirmed by a majority vote of the Team.

*Courtesy of Central Michigan University, Institute for Personal and Career Development

APPENDIX F*
SAMPLE FACULTY QUESTIONNAIRE ON ASSESSMENT AND EVALUATION DECISIONS

Life Learning Questionnaire

1. On what did you base the award of credits?

2. What was the most significant material in this portfolio?

3. Did the evaluation require oral presentation or a performance test? If so, decribe.

4. Amount of time in (A) advisement _____

(B) portfolio evaluation _____

(C) TOTAL _____

Signature _____ Date _____

*Courtesy of Adelphi University, ABLE Program

APPENDIX G*
SAMPLE TIME-LINE

Exercise #1
Adult Life Chronologue

Directions: Using the following pages, build a chronologue (time-line) of your life, starting with some point you would call "adult" and ending with the present. The point at which you begin is up to you. It could be when you graduated from high school, or when you got your first job, or when you were first "on your own". Wherever you start, build a time-line that lists in order the experiences that you were involved in at certain time periods in your past. Some of these experiences may have occurred over long periods of time. Some may have been very brief. Some probably occurred during the same time period as others, for example a 6-month trip during a 5-year job experience. List as many experiences as you wish. The idea is to get at as much experience as possible—so be generous with yourself. No one but you need see this. Here is a sample of what a portion of someone's time-line might look like:

Dates	Experience	Comments	Type of Experience
1948	Worked in photo shop	Flunky in the print shop	Work
1949-1951	Worked in photo shop	In lab—printed, developed pictures, did some customer service	"
1950-1951	Sang in choir		Community
1951	Waitress for 3 mos.	To get extra money to get married	Work
1951-present	Married		
1951-1955	Air Force "wife"	San Antonio, Illinois, Denver	Family
1951	Units' control clerk 3 mos.	Hated it	Work
1951-1952	File clerk—about 1 yr.	Processing orders at Lackland Air Force Base	Work
1952	Taught Sunday School	5th graders—fun	Community
1952-present	Mother	3 children	Family
1953	Took English course	Got an "A"!	Education
1953-1954	"Welcome Wagon" hostess	Part-time—9 mos.	Community

*Courtesy of Capital Higher Education Service

APPENDIX H*
SAMPLE RESUME

Name: Marcus B. Jones
Date of Birth: June 5, 1935

Educational Experience:

1974 Evening Division Mercer Universtiy

Introduction to Business Management	3 credits
Public Relations	3 credits

Employment Experience:

1974-present	Willow Community House	Youth Coordinator
1972-1974	Urban League of Willow County	Job Developer & Counselor
1971-1972	Mercer Board of Education	Teacher's Aide
1969-1971	Mercer Fire Department	Fireman
1960-1969	Manhattan Transit Co.	Bus Driver
1954-1960	Ford Motor Co.	Assembler

Community Activities:

1970-1973	Career Club sponsored by the Mercer Board of Education	Director
1970-	Mercer's HELP-LINE	Volunteer counsellor
1970-1971	Friendship House, Mercer	Physical Education instructor
1970-1971	Windsor Public Schools	Volunteer tutor
1968-1971	Mercer Fire Department	Recreation organizer
1969-	Baseball	Manager of senior division
1968-	Biddy Basketball League	Member of Board of Directors
1968-1970	Mercer Public Schools	Volunteer tutor
1974-	Youth Guidance Council Mercer	Member
1973-	Review Committee for Manpower	Member
1973-	4-C Child Care Coordinating Council of Willow	Member
1973-	Willow County Black Social Workers	Treasurer and member
1972-1974	Mercer Recreation Center	Recreation leader
1971-1972	YMHA, Mercer	Physical Educator Instructor
1972	Cub Scout Troop #170	Co-Chairman
1971	Longfellow School PTA Inter-relation Committee	Chairman
1970	National Conference of Christians and Jews	Group leader
1970-1971	Mercer Health department	Volunteer counsellor

Other Activities:

Special interests — sports, music, and traveling

*Courtesy of Ramapo College of New Jersey, Office of Adult Learning

APPENDIX I*
SAMPLE PRELIMINARY EVALUATION OUTLINE FOR THE GRANTING OF CREDIT FOR PRIOR EXPERIENCE

Introduction

This outline is for the purpose of helping to clarify your previous experiences to the evaluator, and facilitate suggestions for the evaluation process.
Some of the questions may be unsuitable for the particular type of experience you wish to present for credit. Where this is the case, simply write "Does not apply" in the space provided for your response. On the other hand, you may feel that none of the categories and questions presented by this form can really reflect with any accuracy the type of experience for which you wish to be evaluated. In this case, please describe in essay form, on page 10, the nature of the prior experience you wish to present for credit. Use additional paper if necessary.

STUDENT IDENTIFICATION

NAME:

ADDRESS:

TELEPHONE:

DATE:

RAMAPO STATUS:

Full-time
Part-time
Matriculated
Non-Matriculated
Ramapo credits completed
Other credits

1. Vocational Training and Other Non-Accredited Post High School Education and Specialized Training

A. Institution	Courses Taken	Dates From - To	Credits and/or Certificates Earned

B. Correspondence or Extension Education

Where	Dates From - To	Courses Taken	Credits and/or Certificates Earned

C. What College Equivalency Tests Have You Taken? (Such as C.L.E.P. or C.P.E.P.)

Test Name	Course or Subject	Credits Earned, Date

*Courtesy of Ramapo College of New Jersey, Office of Adult Learning (used 1973-74 only)

APPENDIX I (cont'd)

D. Military Training and Armed Forces Institute

What specialty or career training did you receive? What Armed Forces Institute courses did you complete?

Courses	Dates From - To	Certificate and/or Credit Earned

Professional/Work Experience if Relevant

A. Job responsibilities you have exercised (starting with the most recent)

Place of Employment	Dates From - To	Job Title	Responsibility

B. Supervised on-the-job training you have received (start with the most recent)

Type of Training	Dates, From - To

C. Have you ever given training to others?

Type of Training	Dates, From - To of this Responsibility

Avocational Abilities

A. List any specialized knowledge and/or skills you feel you have gained through devotion to a hobby or other such interest.

B. List any skills and/or knowledge you may have gained through prolonged organizational membership or involvement.

Group or Organization	Dates, From - To of Affiliation	Type of Knowledge Gained

Documentation

A. List individuals and/or institutions able to provide information on the experience you wish evaluated.

Individual	Institution	Position

Was this person associated with you in the position he now holds? If not, please state position and institution at time of affiliation.

APPENDIX I (Cont'd)

B. List diplomas, certificates, licenses, etc. attesting to your competence. Please attach copies to this document.

C. What other evidence do you wish to present for evaluation?

Equivalent Ramapo Courses

List below those courses which have been or are being given at Ramapo College which you believe most closely correspond to knowledge you already have.

Sch.	Discip.	Cse. #	Title	Ref. #	Credits

APPENDIX J*
SAMPLE AUTOBIOGRAPHY

There has never been a time when journalism and the art of writing have not played major roles in my life. I now credit myself with six-and-one-half years professional experience and considerably longer duty as an amateur.

It would have been virtually impossible for me to escape the influence of journalism in my childhood. My grandfather worked on papers all over New York and served as city editor of the *Bronx Eagle*. He later "retired" to become public relations director of the Brooklyn Dodgers and taught journalism at Bronx University night division. My father is a published writer of fiction.

I have served on both sides of the communications industry fence as a member of the working press and as a public relations 'flak'. I am presently serving as sports information director of Willow College and spent three years as an Air Force public relations officer. I have worked as a sports writer for *The Ledger* and was an editor of *Sportsman's Magazine* until that enterprise folded last spring. I have served as editor of three weekly newspapers and worked as a press liaison in the military.

While in high school and before entering the Air Force, I edited various scholastic newspapers and publications and worked as a stringer for metropolitan area newspapers. Before entering into a detailed description of my professional background, I will briefly outline my early career as a budding journalist.

I served as sports editor and later managing editor of my high school newspaper and was also sports editor of the school yearbook. At the same time I was the local high school stringer for such newspapers as *The Ledger; The Brooklyn Times; The Bay Dispatch; The Newark Times; The New Jersey Journal; The Daily News* and *The Paramus Herald-News*. In this capacity I reported all news concerning the school, including athletic events, to the papers. During my one year at *Mercer University* I joined the staff of the campus paper. I was an assistant managing editor during the spring semester.

At this juncture, however, I was deemed invaluable to the Vietnam War effort and was handed my draft notice. Since this was during the period before the draft lottery, I had little recourse but to go in. Ironically, it was at this time that my professional career began.

The United States Air Force, in its infinite wisdom, decided to train me for the career in journalism that I had been so ably prepared in high school and Mercer University. It was the first and last Air Force decision of any kind that I agreed with.

I was sent to Fort William in Terre Haute, Indiana, after basic training for a three-month course in journalism. I later returned for an advanced course in public relations.

After completion of journalism school, which was run directly by the Pentagon and included members of all branches of the service, I was sent to Storey AFB, Texas, where I languished for the next 39-odd months, except for occasional forays to such exotic locations as Ft. Bragg, N.C., Ft. Campbell, Ken., Fairbanks, Alas., the Panama Canal Zone and Ammon, Jordan.

My first assignment at Storey was as editor of the base newspaper. We printed a 16–24 page tabloid newspaper each week and though the topics were extremely inconsequential, I did learn, through practical experience, much about the journalism field.

Ten months later I wrangled a transfer from the newspaper division of the Storey AFB Information Office to the public relations section. As a rookie public relations officer I handled such exciting assignments as press releases on the awarding of medals, on retirement of senior officers and on the arrivals and departures of various base units.

I was also the man the local media contacted concerning any occurrence that involved the military in the area. Since this was the period following the retirement of Lyndon Johnson to his Texas ranch, we were kept quite busy handling his comings and goings as well as visits to the ranch by government and foreign officials.

*Courtesy of Ramapo College of New Jersey, Office of Adult Learning

APPENDIX J (cont'd)

In 1970 we had visits at Storey from Spiro Agnew and Marshall Ky of Saigon. They used the base as a landing point for visits to the LBJ Ranch and I was in charge of accommodating the national media who followed in their wake. I also helped arrange the press conferences that each had on returning from the ranch and participated in both conferences.

When Johnson's library was dedicated in 1971, Austin was the site of the biggest bipartisan gathering of national political figures since the funeral of John F. Kennedy. Heading the delegations that came to honor Johnson was Richard M. Nixon who gave a speech upon disbarking from Air Force 1 and held a press conference before leaving. Other notables, including Hugh Scott, Mike Mansfield, Agnew and Barry Goldwater, used Storey as an entry and exit point during the weekend and each held press conferences.

As a member of the Tactical Air Command, I was also assigned to the United States Strike Command of Florida. This was an outfit that operated only in emergencies (a contingency force). It was Strike Command that hauled me off to all those exotic locales I mentioned previously. My duties with SC were the same as at Storey—liaison with the press. The trips to the forts I mentioned were for practice exercises but we went into action for real twice.

My particular unit was involved with the evacuation of western civilians from a war-torn locale. In early 1970 such a situation seemed imminent in Panama. That particular operation proved unnecessary when things cooled down but later that year we were sent to Jordan after civil war broke out between King Hussien and the Palistinian guerillas.

While still in the service, I latched on to a part-time job with *Associated Press*. I covered the state government and the city government for the state AP night wire but my major job was covering college football on weekends. Every fall weekend of 1970 and 1971 I was in attendance at a small college football game on Friday evening and Saturday afternoon. Since these games rarely ended before 10:45 p.m. and deadline for first edition was midnight, I rapidly learned to write in the concise and speedy fashion the AP is known for.

When I finally gained my freedom from the military in April, 1972, I had already landed a job with a supposedly financially secure weekly that was making noises of invading the daily market in a few years. I joined the *Texas Times* in January, 1972 and succeeded to the managing editorship after leaving the service. The publisher had been holding down the dual role previously and said my arrival would allow him to spend time on the business side. Unfortunately the fiscal base of the paper was in a precarious position that rapidly deteriorated. Within two months of my joining the staff, it folded. Since I had worked just two months (and had never claimed State residency), I was not eligible for unemployment. Therefore I returned to my native State and took up residency.

I was fortunate enough to land a job several weeks later as sports editor of a chain of weekly newspapers in Mercer County. *The Millstream Newspapers* served the area, and I prepared four pages of sports weekly for use in all papers. Once again I wrote, edited, layed out, cropped pictures, proofed copy and wrote headlines.

Within six months I found an opening on the area's only daily, *The Ledger*, and joined its sports staff. At *The Ledger* I immediately covered the scholastic beat for much of the year-and-one-half that I worked there. I wrote news and feature stories for the paper and also covered some small college sports. Soon after joining *The Ledger* I also became contributing editor to *Sportsman's Magazine*.

In this capacity I contributed monthly magazine-length feature stories on county sports and also edited stories submitted by ringers. Unfortunately, due to mismanagement in the business department, the magazine suffered an untimely death earlier this year.

While working on all these papers, I attended school on a part-time basis, at Smith Community College. Last fall I finished all relevent portions of SCC's limited curriculum and came to Willow College. At the same time, the sports information director's job opened here and I took it on.

As sports information director, I have returned to the field of public relations that I worked

APPENDIX J (cont'd)

in in the Air Force. The basic job is, naturally, to publicise the College's athletic teams and handle all matters concerning athletics in the media. Since, unfortunately, Willow sports program has experienced a troubled beginning, the best publicity is sometimes none at all. An 0-6 football team (which we had last fall and seem to be on our way of having again this season) is not something to yell about.

I left *The Ledger* earlier this year and joined the Millstream Newspapers as managing editor. As the paper prints Wednesday morning, I have arranged my classes to be centered on Wednesdays and Fridays. The Willow College job is a weekend one, so I am able to balance the jobs rather well.

APPENDIX K*
DEGREE OBJECTIVES

A Sterling graduate:

1. Comprehends the Christian heritage and its relevance to his life and community.
2. Is aware of his own values and commitments, of others' values, and of the alternatives.
3. Understands various ways of knowing and can integrate what he has learned into a satisfying world view.
4. Understands the artistic and aesthetic dimensions of culture.
5. Comprehends the relationship of man to his physical and social environment.
6. Demonstrates proficiency in at least one discipline in depth.
7. Is competent in verbal communication.
8. Demonstrates physical skill in and knowledge of one or more recreational activities.
9. Is able to work in groups, studying, analyzing and formulating solutions to problems and in acting on them.

*Courtesy of Sterling College

APPENDIX L*
SAMPLE COMPETENCE LEVELS FOR ONE COMPETENCE

Specification of Competence Levels—5 10/73

Competence 5: Develop facility for social interaction

Level 1 Identify and analyze own strengths and weaknesses in group situations

From observation of own performance in discussion of situations (task and nontask oriented) which include persons of different ages, professions or work experience, sex, and peer relationships, identify which of the following skills you have success in demonstrating and which you have little or no success in demonstrating:

—Identify own goal in group situation and relationship of that goal to group goal
—Develop an accurate perception of the situation
—Respond to varied verbal and nonverbal stimuli in the interaction
—Assume roles and identify role behaviors requisite to goal attainment
—Exercise social influence assisting the group to achieve goal
—Facilitate the social interaction of individual members
—Persist in goal-directed social behavior
—Effectively terminate a social interaction
—Apply knowledge of other elements of group process to the situation

Level 2 Analyze behavior of others within a theoretical framework

Demonstrate understanding of group situations by employing at least 2 theoretical frameworks in the analysis of 3 social interactions of various groups (age, race, socioeconomic groups, etc.)

Level 3 Evaluate behavior of self and others within a theoretical framework

By employing internal criteria (e.g. cohesiveness) and external criteria (e.g. success in accomplishing goal), assess in a given situation, appropriateness of group behavior (e.g. roles assumed) in achieving group's stated and inferred purposes

Level 4 Demonstrate effective social behavior in variety of situations and circumstances—both private and public, within one's own culture

In each of five situations, demonstrate whichever of the following are relevant:

—Identify own goal in group situation and relationship of that goal in group goal
—Develop an accurate perception of the situation
—Respond to varied verbal and nonverbal stimuli in the interaction
—Assume roles and identify role behaviors requisite to goal attainment
—Exercise social influence assisting the group to achieve goal
—Facilitate the social interaction of individual members
—Persist in goal-directed social behavior
—Make decisions that forward the group goal
—Delegate responsibility
—Effectively terminate a social interaction
—Apply knowledge of other elements of group process to the situation

Level 5 Demonstrate effective social behavior in a variety of situations and circumstances, beyond as well as on college campus, involving different cultures or subcultures and large as well as small groups

Level 6 Demonstrate effective organizational activity

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*Courtesy of Alverno College

APPENDIX M*
SAMPLE COMPETENCE ASSESSMENT PROGRAM

Assessment for Levels 1 and 2 March, 1975 (Revised)

Competence	Level 1	Level 2
1	**Assessment in AC**	Assessment in courses or course equivalents: 3 validations for analysis of oral communications 3 validations for analysis of written communications
2	Assessment in courses or course equivalents: 3 validations in different areas of study	Assessment in courses or course equivalents: 3 validations in different areas of study
3	Assessment in courses or course equivalents: 3 validations in different areas of study, including one in which scientific method and terminology is explicit	Assessment in courses or course equivalents: 3 validations in different areas of study, including one in which scientific method and terminology is explicit
4	Assessment in courses or course equivalents: 2 validations in different contexts	Assessment in courses or course equivalents: 2 validations in different areas of study
5	**Assessment in AC**	Assessment in courses or course equivalents: 3 validations **Assessment Center** for variety and completeness
6	**Assessment in AC**	**Assessment in AC**
7	**Assessment in AC**	Assessment in courses or course equivalents: 2 validations in different contexts
8	Assessment in courses or course equivalents: 3 validations: 1 in an art 1 in a humanity 1 in another art or humanity	Assessment in courses or course equivalents: 2 validations: 1 in an art, and 1 in history, philosophy, or religious studies

*Courtesy of Alverno College

APPENDIX M (cont'd)

Competence Assessment Program
Alverno College

March, 1975 (Revised)

Assessment for Levels 3 and 4

Competence	Level 3	Level 4
1	Assessment in AC	Assessment in courses or course equivalents: 3 validations in different areas of study 1 in Reading and Writing 1 in Speaking and Listening 1 in either Reading and Writing *or* Speaking and Listening
2	Assessment in courses or course equivalents: 3 validations in different areas of study	Assessment in courses or course equivalents: 3 validations in different areas of study
3	Assessment in course or course equivalent: 1 validation Upon completion, filed in Assessment Center for consultative use by faculty person in assessing Level 4 competence	Assessment in course or course equivalent: 1 validation Upon completion, filed in Assessment Center for consultative use by faculty person in assessing Level 5 competence
4	Assessment in courses or course equivalents: 2 validations in different contexts	Assessment in AC
5	Assessment in AC	Assessment in courses or course equivalents: 5 validations Assessment Center for variety and completeness
6	Assessment in AC	Assessment in AC

Appendix M (cont'd)

Assessment for Levels 3 and 4

Competence	Level 3	Level 4
7	Assessment in courses or course equivalents: 1 validation	Assessment in courses or course equivalents: 2 validations: 1 of each aspect
8	Assessment in courses or course equivalents: 2 validations: 1 in an art 1 in a humanity	Assessment in courses or course equivalents: 2 validations: 1 in an art 1 in a humanity

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Validation: credentialization by an authorized person on the basis of registered performance specifications

context: course or course equivalent
AC: Assessment Center

APPENDIX N*
SAMPLE LIST OF COMPETENCE REQUIREMENTS

Competence Objectives for Lifetime Experience Learning to Receive Core 15 Hours of Credit For Retailing Management Associate Degree

To be noted by the candidate is a suggestion of three years enrollment experience in the areas considered for competence.
Thirty points must be completed by the candidate for core fulfillment. Any portion thereof not completed will result in course matter to be taken either on an independent or classroom basis. Completion of competences method is noted under each required area.

**Candidates are expected to complete all documentation necessary subject to approval of faculty. All contacts, correspondence and experiential submissions are the sole responsibility of the applicant for credit.

Skill Competences (Compulsory—Must possess one) Five Points Each

1. Management mechanics in areas of personnel, merchandising, buying, budgeting, or control.

   Letter from employer verifying middle-management manager experience with direct line authority in area of expertise above. Proof of ability to actually execute mechanics of program.

2. Sales ability in a retail situation involving customer contact.

   Personal visitation to current retail sales position to evaluate ability. A letter from last three supervisors stating candidate has accomplished a successful sales record.

3. Fashion merchandising either in sales, storage, promotions, or procurement areas.

   Documentation showing performance of functions in the above areas. Submission of examples of program execution, design, development, or implementation will be acceptable with verification of employer(s).

4. Create an advertising or promotional campaign for a retail establishment.

   Documentation of original including drafts, mats, plans, proofs, media releases, and final campaign material demonstrating personal ability and involvement.

Additional Experiential Competences (Must exhibit five) Three Points Each

1. Decision making in areas of store location, selection, or construction.

   Submit documentation of having contributed on an advisory committee having jurisdiction over elements of expansion to new locations on a decision making basis.

2. Knowledge of population survey, traffic patterns study, land acquistion, research or store design on retail store level.

   Must show documented work done in areas above with interpretations and input given by candidate. Final conclusions and insights would also be expected.

3. Prepare projected preliminary budgets for department sales and/or related overhead needs on a line item basis.

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*Courtesy of Delaware County Community College

APPENDIX N (cont'd)

Submission of documentation showing candidate's work on actual retail budget. Oral questioning on interpretation of documentation.

4. Create price-lines for one of the major areas of retailing (furniture, fashion goods, food, etc.).

   Letter of proficiency in calculating pricing overhead, lining, and profit must be submitted by an employer. Testing in actual calculating ability will also be required.

5. Recruit, select and/or train sales personnel on the retail entrance level.

   Organizational directives should be submitted by the candidates which substantiate ability in the sales personnel area. Specifically programs executed by the candidate should be presented and orally analyzed.

6. Seasonal merchandising plan calculating ordering, promotional, or procurement areas.

   Submission of documents giving proof the candidate actually created such a plan and has the ability to meet deadline dates to merchandise successfully. Drafts, memorandums, meeting agendas, and actual executive documents will be expected.

7. Marketing research projects on either an external (consumer) or internal (management) level.

   Documentation must be submitted from developmental to final phases showing candidate had significant input toward research in areas of marketing at any level of retailing. Written statements of other research colleagues and supervisors must accompany this submission.

8. Marketing of services.

   Submission of sales records commendations and a statement of territorial area covered. From these documents and supervisory interviewing it must be determined that the candidate has a comprehension of the service approach to selling of intangible items.

9. Personnel management tactics and strategies.

   Interviewed with employer(s) to verify candidates ability to handle problems in the personnel department. Upon completion of employer verification candidate will be expected to submit documentation of specific areas of problems in personnel that he has shown leadership. This may be done orally in case of a confidentiality problem.

10. Interior layout and display.

    Documents should be submitted to show competence in store design (decor), merchandise coordination, mannequin, and/or situation display. If such documentation is lacking, the candidate will be expected to demonstrate said proficiency under laboratory conditions.

Additional Intellectual Competences (Must exhibit ten) One Point Each

1. Demonstrate descriptively philosophical pricing methods in the four major types of retail structures.

   Departmental examination to determine candidate's understanding of pricing in the department store, discount chain, food store chain, and independent store.

2. Control systems involving merchandise.

   Documentation of candidate's understanding of storage, traffic, and floor problems

unique to inventory protection. Letters from supervisors, inventory analysis reports, or other proof of involvement would be necessary.

3. Evaluate the time-table necessary for seasonal promotions both internally and externally.

   Submission of documents showing candidate's ability to relate such promotions to demographic groups of customers specifically and for particular merchandise selected from his background experience. Research project reports, committee reports, or individual source documents would be adequate.

4. Describe possible solutions to problems in the areas of customer returns, customer complaints, or credit and collection.

   Departmental case-study examination will be given orally to candidate. Problem situations will be stimulated which candidate will react to for completion of requirement.

5. Understanding of various media of advertising in relation to types of customer reached, rate structure, and sales aspects.

   Written departmental examination in which electronic media, print, and forms of advertising must be analyzed as to their value to the retail field. Submission of supervisory letter stating candidate has actively handled placement and control of store advertising would also fulfill this competence.

6. Conduct a register checkout accounting for retail funds.

   Departmental practical examination will test candidate's ability to audit sales slips, vouchers, tapes, and internal store entries. Submission of supervisory letter stating candidate has actually handled auditing of retail stores on a departmental basis would also fulfill this competence.

7. Formulate a buying plan for a retail department.

   Documentation of ability in projecting vender negotiations shipping, handling, and eventual processing of products to the sales floor. Supervisory letters as well as names, recommendations, requisitions, or other documents must be presented.

8. Understanding of centralized vs. decentralized buying concepts.

   Departmental examination where candidate will be expected to discuss the advantages and disadvantages of each type of purchasing system.

9. Calculate pricing of products demonstrating a knowledge of the profit-centered concept.

   Document experience in price formulations in the retail field considering economic factors for final determination. Letters from supervisors or documentation of actual research toward pricing should be submitted.

10. Understanding of the social, economic, and psychological forces that influence fashion cycles and fads.

    Departmental examination whereby candidate may be evaluated on drives and desires that determine fashion tendencies.
    Documented creations or research in fashion area would also be acceptable.

11. Evaluate comparison shopping values and limitations.

    Departmental examination whereby candidate may be evaluated on drives and desires that determine fashion tendencies. Documented creations or research in fashion area would also be acceptable.

APPENDIX N (cont'd)

12. Distribution system from one of the major areas of retailing.

    A letter from supervisor(s) stating that the candidate actively participated either on the manufacturer, wholesale, distributor, or retailing phase of product movement. Substantiation of decision making ability would be expected.

13. Calculate compensation for retail employees using several methods.

    Documentation from employer(s) that the candidate has performed calculational duties in the payroll area involving straight salary, commissions, bonuses, and various combinations proficiently. Departmental payroll problematical examination would also be acceptable.

14. Employee evaluation methods of either sales or support personnel.

    Evidence should be provided substantiating the candidate's experience in employee evaluation. Actual evaluative documents or supervisory letters would be acceptable.

15. Data processing methods in areas of purchase requisitions, sales invoices, or customer billing.

    Employer or supervisor documentation must be shown to substantiate candidate's familiarization with data processing to the extent of handling original documents, input data, and reading reports in the areas outlined above.

16. Vendor selection ability upon completion of product and financial evaluation.

    Documentation must be provided to show candidate's ability to evaluate vendors from both a product selection and financial decision-making view research material or supervisory statements will be expected.

17. Understanding of legal consideration and ethics in purchasing.

    Departmental examination testing candidate's ability to evaluate ethics in purchasing products, contracts, and cancellation procedures.

18. Demonstrate ability in mathematics of retailing.

    Departmental examination in areas of markdown determination, pricing individual items, competitive considerations (profit), and markdown calculation.

19. Knowledge of book inventory, stockturn, and evaluation at the retail level.

    Documentation should be provided showing candidate has experience in area of inventory control. Inventory reports or employer's statements will be necessary.

20. Analyze merchandise by department and planning stocks in dollars.

    Documentation should be provided showing ability to plan merchandise stocks as to level, priceline, and depth. Supervisory certification should accompany such documentation.

21. Understanding of industrial vs. consumer marketing sales techniques.

    Departmental examination determining candidate's ability to determine promotional needs of industrial and consumer establishments. Case study method of evaluation will be used.

22. Understanding of the relationship between marketing and the government.

    Departmental examination using the case study method. Candidate should display knowledge of regulations and legislation as applied to the specific area of retailing he has worked in.

APPENDIX N (cont'd)

23. An awareness of the place of retailing management in our social system.

    Departmental oral examination given to determine social awareness of the candidate in relation to the retailing field. An outlining of the duties to society that retailing must perform and why are expected to be drawn from the area of retailing from which the applicant has knowledge.

24. Read financial reports and data to judge effectiveness of a retail concern in relation to profit and loss.

    Departmental practicum examination whereby candidate is given an opportunity to analyze various financial statements such as profit and loss balance sheet, inventory flow, cash flow, and planned budgets as to viability in retailing management.

25. Knowledge of traffic of goods either externally or internally.

    Documentation from former or present employer showing the candidate has actively performed in merchandise traffic areas. Such referral shall contain accomplishments in areas assigned to candidate.

APPENDIX O*
STEPS IN WRITING A COMPETENCE STATEMENT

1. Enter subject area.
2. Select one from column B to identify theoretical aspect.
3. Select one from column C to identify practical aspect.
4. If appropriate, select one from column G or use appropriate verb; complete description of how knowledge is applied.
5. Identify level of competence by selecting one from column A and/or completing D, E and/or F.

*Courtesy of Metropolitan State University.

APPENDIX P*
SAMPLE FUNCTIONS OR COMPETENCES REQUIRED FOR CERTIFICATION

Functions Required of Dental Auxiliaries

Basic Expanded Functions:

- preliminary oral examinations
- placement, exposing, and processing of a complete set of intra-oral dental radiographs
- application and removal of material and appliances for isolation with rubber dam
- making full-mouth diagnostic or study model impressions
- pumice prophylaxis of a complete dentition
- oral health instruction
- application of anti-cariogenic agents and other topically applied agents prescribed by a licensed dentist
- placement and removal of dental matrices for class II amalgam and class II tooth colored restorations (as a minimum)
- placement and removal of temporary restorations
- removal of intra-oral sutures and periodontal dressings
- refinishing and polishing of existing amalgam restorations

Where state law permits, or where other special arrangements have been developed, training must also be provided in a maximum number of expanded functions within at least two of three categories:

Restorative Functions
Periodontal Functions
General Functions

Restorative Functions:

- application of cavity liners and bases
- placement, condensation, carving, and finishing of amalgam restorations
- placement and finishing of silicate, resin, and composite restorations
- adaptation and placement of pre-formed temporary crowns

Periodontal Functions:

- periodontal charting
- scaling and root planning
- soft tissue curettage
- periodontal probing
- placement of periodontal dressings
- temporary stabilization (splinting)

General Functions:

- administration of local anesthetics by topical application and intra-oral injection
- construction and placement of space maintainers
- construction and fitting of mouthguard appliances
- adaption and placement of orthodontic bands

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* From *Guidelines for the Expanded Function Dental Auxiliary (EFDA) Training Program*, Department of Health, Education, and Welfare, Public Health Service, Division of Dentistry, February 1975.

APPENDIX Q*
EXTERNAL DEGREE PROGRAM COMPETENCE EVALUATION SHEET

Florida International University
Tamiami Trail — Miami, Florida 33144

Student Province B. Morgan

Date 03/14/75

SS# 000-00-000

Evaluator:
Harriet Appel

Major Social Work

Position:
Assistant Professor

JOB OR COURSE TITLE:

Administrative Asst. to Director, Economic Opportunity Program

INFORMATION ACQUIRED FROM THE FOLLOWING SOURCES:

- X Interview
- X Written Materials
- X Student Narrative
- X Third Party Testimony
- Observation
- Written Test

Evaluator's Signature

General Competence: Planning facilities and programs for a county poverty agency	Has not demonstrated the competence in question	Has demonstrated the competence in question — below average	Has demonstrated the competence in question — average	Has demonstrated the competence in question — above average	Has demonstrated the competence in question — highest
LEVEL OF COMPETENCE:	1	2	3	4	5
I. Knows and Comprehends the principles and practices of planning facilities and programs for a county poverty agency					X
II. Can Apply the principles and practices of planning facilities and programs for a county poverty agency				X	
III. Can Analyze, Synthesize, & Evaluate the principles and practices of planning facilities and programs for a county poverty agency			X		
IV. Can Use Analysis, Synthesis, & Evaluation the principles and practices of planning facilities and programs for a county poverty agency	X				

*Courtesy of Florida International University

APPENDIX R*

SOUTHERN ILLINOIS UNIVERSITY — CARBONDALE
SCHOOL OF TECHNICAL CAREERS
DIVISION OF BACCALAUREATE STUDIES

STC 258 — Prior Work Experience Evaluation Guidelines

A. Introduction

Students enrolled in the School of Technical Career's baccalaureate program are required to obtain practical experience related to their career objectives. Students without prior work experience normally earn credit for this through an internship.

These guidelines are used in the evaluation of prior work experience for credit. Proper documentation must be available in order to complete an official evaluation. This will include a work experience description form and a letter (or other evidence) or verification for each job as well as a self-evaluation summary (F7) of all jobs to be considered.

The description of each work experience should be carefully prepared and include specific reference to the knowledge and skills involved in performing the job effectively. *Emphasis should be placed on the educational value of the work experience.*

B. Evaluation Specifications

The maximum credit allowable for all forms of meaningful work experience combined is 30 semester hours. The maximum credit granted for a full year of the most meaningful full-time work experience is 8 hours. Less meaningful and part-time work experience may receive a lesser amount of credit in proportion to its educational value.

The maximum time counted for any single job category is from 24 to 36 calendar months regardless of the number of employers or whether it was full-time or part-time. However, several different job classifications with the same employer count as different jobs.

The table on the next page indicates the maximum credit allowable for *each job category*. The time periods are based on full-time status. Part-time work would earn proportionately less credit. The table entries are based on the theories that (1) the more capable people will advance to a new job category after one or two years, and (2) the educational value of any job declines and the job becomes more routine after the skills required for the job have been mastered.

C. A Description of Work Experience Classifications

1. Routine work involves simple skills, is closely supervised and provides very limited opportunity for the employee to determine how a project should be completed. This would include such jobs as file clerks and mail clerks in an office, or laborers and assembly line workers in industry.

2. Complex work involves several skills and is usually scheduled or pre-planned but requires the employee to use considerable judgment and to make decisions in the performance of the job. Such jobs as automobile mechanics, secretaries and TV repairmen would be considered complex jobs.

3. Problem solving work requires extensive decision making by the employee in order to select the most appropriate of several alternatives. Police detectives, systems analysts and most dieticians would be considered problem solvers.

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*Courtesy of Southern Illinois University.

APPENDIX R (cont'd)

4. Management and supervisory work involves both people and materials. It requires a general knowledge of the skills of a group of people, of the materials available, and of the projects to be completed. Most management level work includes the word manager in the job title, such a service manager.

Quarters (3 mos.) in *Same Job Category*		Level of Skill Complexity/Responsibility Involved			
		Routine	Complex	Problem Solving	Management or Supervision
1st year	1	.50	.50	1.00	2.00
	2	.50	1.00	1.00	2.00
	3	(2) .50	(4) 1.00	(6) 2.00	(8) 2.00
	4	.50	1.50	2.00	2.00
2nd year	1	.25	1.00	2.00	2.00
	2	.25	.50	2.00	2.00
	3	(1) .25	(2) .50	(6) 1.00	(8) 2.00
	4	.25	.00	1.00	2.00
3rd year	1	.00	.00	1.00	1.50
	2	.00	.00	1.00	1.50
	3	.00	.00	(4) 1.00	(6) 1.50
	4	.00	.00	1.00	1.50
Maximum		3	6	16	22

APPENDIX S*
PRELIMINARY ASSESSMENT FORM

Department Name_____ Assessor's Name_____

1. Does your department have any course(s) which teach(es) all or any part of the competences documented here? Yes_____ No_____
   a. If yes, please state in which course(s) and give the information requested for each course listed in question 2.
   b. If no, please answer question 3.

2. (Repeated as necessary)
   Course Number_____ Number of Credits_____
   Title of Course _____
   a. Which competence (competences) is (are) taught in this course?
   _____
   _____
   _____
   b. Which part (percentage) of this course is included in this competence statement?
   _____
   c. Do you wish to test for Credit-by-Examination the person whose competence is being considered here? Yes_____ No_____

3. Could this competence (these competences) be taught or credited in your department? Yes_____ No_____
   If yes, continue with procedures outlined in 4.
   If no, stop your consideration of this competence here.

4. A "yes" answer to any of the following questions results in no credit hours being awarded.
   a. Can the competences under consideration be learned readily in courses offered by *high schools, vocational* schools or other institutions that do not purport to be college level institutions?
   b. Are the competences under consideration simple enough that they can be learned without formal schooling or systematic study in a relatively short period of time, such as one year?
   c. Are the competences under consideration *readily learned* without formal schooling or systematic study by the apprenticeship procedure?
   d. Are the *intellectual demands* of acquiring the competences less than those required in *most college courses?*
   e. Are there factors other than those suggested above which would cause the competences not to be of college level? If so, please state what the factors are.

5. How many hours of instruction and study would it take to achieve the competences if they could be learned in college courses?
   a. Classroom Instruction
      (1) How many classroom contact hours would be necessary? _____

*Courtesy of Memphis State University.

APPENDIX S (cont'd)

(2) How many hours outside preparation would be necessary? _____

b. Laboratory/Shop Instruction — How many hours of laboratory/shop work would be necessary? _____

APPENDIX T*

EXTERNAL DEGREE PROGRAM

SCHOOL OF INDEPENDENT STUDIES
EDUCATIONAL CONTRACT

NAME: SAMPLE CONTRACT SOCIAL SECURITY NO: 087-18-2581

BIRTH PLACE: Brooklyn, New York FINANCIAL AID: N/A

BIRTH DATE: 4/24/26 V.A. BENEFITS: N/A

CONTRACT DATES: April 1, 1976 - March 31, 1977

COLLEGE, SCHOOL: Health and Social Services

DEGREE: Bachelor of Science

MAJOR: Criminal Justice

AREA OF CONCENTRATION: Administration

SUMMARY:

TRANSFER CREDIT	90.0
LIFE/WORK EXPERIENCE	
LOWER DIVISION	
UPPER DIVISION	17.0
INDEPENDENT STUDY	8.0
FORMAL COURSEWORK	65.0
TOTAL	180.0

CONTRACT FEE AND PROGRAM SUPPORT $350.00

THIS FEE DOES NOT COVER ANY FORMAL COURSES TAKEN AS A REGULAR OR SPECIAL STUDENT AT ANY INSTITUTION OF HIGHER EDUCATION.

STUDENT SIGNATURE — DATE

FACULTY ADVISOR SIGNATURE — DEAN, SCHOOL OF HEALTH AND SOCIAL SERVICES

ACADEMIC DEPT. CHAIRPERSON — DABNEY G. PARK, JR., DIRECTOR STATE UNIVERSITY SYSTEM EXTERNAL DEGREE PROGRAM

FLORIDA INTERNATIONAL UNIVERSITY

SCHOOL OF INDEPENDENT STUDIES EXTERNAL DEGREE PROGRAM
EDUCATIONAL CONTRACT

TRANSFER CREDIT

SAMPLE CONTRACT

CODING	DEPARTMENT NO	DESCRIPTION	CREDIT EARNED QUARTER HOURS
		Miami-Dade Comm Coll. Miami, Fla. A.A. Degree 1975	90.0
			TOTAL 90.0

FLORIDA INTERNATIONAL UNIVERSITY

SCHOOL OF INDEPENDENT STUDIES EXTERNAL DEGREE PROGRAM
EDUCATIONAL CONTRACT

CUMENTED LIFE/WORK
PERIENCE :

SAMPLE CONTRACT

CODING	DEPARTMENT NO	DESCRIPTION	CREDIT EARNED QUARTER HOURS
		Employment -Director of Security; Carillon Hotel; Franklin Plaza Apt.; Miami Beach, Fla. 1950-1954 -Captain, New York City Police Dept.; New York, New York; 1954-1971 Licenses, Awards, and Organizations: -Teacher's Certificate; State of Florida; 1974-1984 Specific Competencies Demonstrated -Knows and comprehends, can apply, can analyze, synthesize, and evaluate the principles and practices of: -Developing an organizational manual for use in office management for New York City Police Dept. -Planning and directing a budget of $225,000 for a private security corporation funded by a government agency. -Arbitrating community misconduct allegations against New York City Police Officers -Supervising staff supervisors of an operational unit in a large police agency -Knows and comprehends; can apply; can analyze, synthesize and evaluate; can use analysis, synthesis and evaluation in: -Directing a full-time security force for an HUD unit, New York City.	
			TOTAL 17.0

FLORIDA INTERNATIONAL UNIVERSITY

SCHOOL OF INDEPENDENT STUDIES EXTERNAL DEGREE PROGRAM
EDUCATIONAL CONTRACT

INDEPENDENT STUDY: SAMPLE CONTRACT

ALL INDEPENDENT STUDY OVER 25 QUARTER CREDIT HOURS MUST BE REGISTERED FOR AND PAID FOR THROUGH REGULAR FIU QUARTERLY REGISTRATION PROCEDURES.

STUDY PLAN: Will participate in an Independent Study plan that involves teaching, developing, implementing, and evaluating Criminal Justice curricula.

CODING	DEPARTMENT NO.	TITLE	GRADE	CREDIT EARNED QUARTER HOURS	COMMENTS
	CRJ 496	Independent Study Student will develop curricula, coordinate field and classroom activities, teach and evaluate student progress in the following titled courses in the A.A. program at Miami-Dade Community College, South Campus: LAE 264 Criminal Law I LAE 265 Criminal Law II Student will submit all written work prior to implementation of courses, and will be under supervision of academic credentialed critic.		8.0	
			Total	8.0	

FLORIDA INTERNATIONAL UNIVERSITY

SCHOOL OF INDEPENDENT STUDIES EXTERNAL DEGREE PROGRAM
EDUCATIONAL CONTRACT

SAMPLE CONTRACT

FORMAL COURSEWORK:

CODING	DEPARTMENT NO	DESCRIPTION	GRADE	CREDIT EARNED QUARTER HOURS
	CRJ 303	Pro. and Jud. Policy Making	CR	5.0
	CRJ 401	Correction Philosophy	HC	5.0
	CRJ 430	Justice and Constitution	CR	5.0
	CRJ 301	Nature and Causes of Crime	A	5.0
	CRJ 302	Roles of Law Enforcement	A	5.0
	CRJ 313	Planning and Financial	A	5.0
	CRMM 325	Law and Hospitality Ind.	A	5.0
	CRJ 402	Criminal Justice Methods of Research		5.0
	CRJ 312	Management of Human Resources		5.0
	POS 343	Constitutional Law I		5.0
	CRJ 403	Methods of Institutional Change		5.0
	CRJ 440	Internship		10.0
			TOTAL	65.0

FLORIDA INTERNATIONAL UNIVERSITY

SCHOOL OF INDEPENDENT STUDIES EXTERNAL DEGREE PROGRAM
EDUCATIONAL CONTRACT

SAMPLE CONTRACT

NARRATIVE COMMENT:

_____ long-term career is to teach in the field of Criminal Justice. To enable him to move closer to that goal, he has stated the following educational objectives:

1. To equip himself with the tools necessary to teach in an academic institution.

2. To improve his skills in counseling with students.

3. To develop a deeper understanding of Criminal Law.

4. To develop a means of using his years of experience with the police department to improve the Criminal Justice educational process.

_____ educational program of study is developed to assist him in completing the above stated objectives.

APPENDIX U*

Vermont State Colleges

Office of External Programs
Box 823
Montpelier, Vermont 05602
(802) 828-2896

Dear Friend:

You have been asked to write a letter on behalf of a student who is seeking college credit for prior learning. The Office of External Programs is offering students the opportunity to receive college credit for learning acquired outside of the classroom setting, on the job, or in life experience. Your letter will help the student provide evidence that the learning which he or she asserts actually did occur and is worthy of college credit. These guidelines are intended to help you provide the verification and evaluation of the student's learning in the best possible way.

1) Send your written evaluation on letterhead stationery.
2) Include a description of your present position and pertinent past experiences.
3) Identify your relationship to the candidate (e.g., supervisory), the situation in which you have observed him or her, and the dates of the observation.
4) State specifically which competence, skills, or knowledge you are assessing (in most cases, the candidate will inform you of these in advance).
5) *Evaluate* how well the person performed by using statements such as: average, above average, exceptional, etc.
6) *Verify* that the student held the position and fulfilled the responsibilities claimed.
7) Use examples, wherever possible, for the standards you have used, such as: performed at the same level as my other employees who possess the bachelor degree; performance exceeded all other volunteers under my supervision who have performed these same or similar duties.

If you are not sure which skills, knowledge, or competence to assess, please feel free to ask the student to be more specific. It is important to know that you are not being asked to make a recommendation. That is, we are not asking you to make comments on the students' appearance or deportment, nor are you being asked to make a prediction of the students' future performance. Rather, you are asked to verify that the candidate has learned and to evaluate how well he or she knows or can do what has been asserted.

This information will be public and the candidate will be provided with a copy. Therefore, your statement will be most helpful both to the student and to the committee, if it is entirely straightforward. We wish to thank you in advance for taking the time to provide as thoughtful and candid an assessment as possible.

Sincerely yours,

Myrna R. Miller
Coordinator of Assessment
Services

*Courtesy of Vermont State Colleges, Office of External Programs.

APPENDIX V*
SAMPLE OF COURSE EQUIVALENCY STATEMENT BY STUDENT

M PSYCHOLOGY 229, CHILDHOOD AND ADOLESCENCE - 4 Credits

As a R.N., I have taken care of children in different stages of development. As a student nurse I took an informal child psychology course since I was studying pediatric nursing at Children's Hospital. I took care of children of varying ages with various kinds of ailments. It was very important to be aware of the physical and psychological stage a child would be at a certain age. We studied Eric Erikson, Freud, Horney and various other leaders in Psychology.

I also spent an extended period of time working at Fernwood School a state school for mentally and emotionally disturbed children. I enjoyed this very much and for a while thought of specializing in this type of care.

*Courtesy of Ramapo College of New Jersey, Office of Adult Learning

APPENDIX W*
SAMPLE GUIDELINES FOR NONCOLLEGE TRAINING

III. Non-College Training

The ABLE Program will make an effort to recognize legitimate noncollegiate learning. Formal, substantive, educational and training programs requiring classroom attendance and contact with an instructor will be evaluated by ABLE in consultation with pertinent departments. ABLE will then make recommendation to the Admissions office. Courses must have general applicability and conceptual content.

A. In every instance, the applicant seeking credit will be required to furnish proof of successful completion, as well as information on course content, duration, kind of participation required, and other pertinent data.

B. Credit awarded for non-collegiate training will be listed on the student's transcript as "other credit".

C. The following methods will be used to compute transfer credits:

Type I

Courses in which regular and substantive assignments were made to accompany work in class. (Theoretically our college courses expect two hours of homework for every hour in class; in practice there is no set amount.)

TO COMPUTE:

1. Take the number of hours actually spent in class.
2. Try to determine if the work was
   (a) at a college level, or
   (b) slightly below.
3. For college level courses, divide the number of hours spent in class by 15. (At Adelphi one college credit requires 15 hours in class; a three-credit course requires 45 hours.)
   For a course which was slightly below college level, compute using *two-thirds* the number of hours spent in class, then divide by 15 as above.
4. Round off to the nearest half. This completes transferable credit evaluation.

EXAMPLE (1)

Student takes a 12 week course (36 hours in class) in accounting. Course demands homework on regular basis. S/he gets a certificate of satisfactory completion but gets no grade.

Divide 36 hours in class by 15 = 2.4
Round off = 2½ credits transferred

EXAMPLE (2)

Student spends 36 hours taking a course in salesmanship and sales management offered by a large corporation. Course is substantive and requires assignments done out of class, mainly selling and practical exercises in the field and in company offices.

We determine that amount and quality of work done is close to college level.

Take two-thirds of 36 hours in class = 24
Divide by 15 $= \frac{24}{15} = 1.6$
Round off 1½ credits trans.

*Courtesy of Adelphi University, ABLE Program.

APPENDIX W (cont'd)

Type II

Workshops and practicums in which virtually all work is done during class periods.

These courses are evaluated as lab, studio, or field courses in which three hours in the field, studio, or lab equates with one hour in class.

TO COMPUTE:

1. Take number of hours actually spent in the workshop course.
2. Divide by 45 (1/3 x 1/5)
3. Round off.

EXAMPLE

Student has 834 hours of instruction in radar and electrical engineering received through the Army.

Divide by 45 = 18.5 transfer credits.

D. Special Cases

1. Transfer Credit Policy for Nurses Applying to College of Arts and Sciences

   All applicants are urged to seek counseling at the School of Nursing. Those admitted into the Bachelor of Arts Degree Program in the College of Arts and Sciences will receive the following transfer credits:

   — Registered Nurses with Associate Degrees in Nursing Maximum of 64 credits, in accordance with other collegiate career programs.

2. Transfer Credit Policy for Bible School Courses

   a) Accredited college-level training, 3-4 years program
      — full credit up to 90 credit maximum, except for non-transferrable courses (see lists)

   b) Non-accredited resident or full-time seminary training program, usually 3 years
      — 50% of the creditable courses (see lists)

   c) Non-accredited, part-time typically evening courses
      — 25% of the creditable courses (see lists)

   d) The following is a partial list of bible school courses which may be transferred: Archeology; Bible Geography; Christian Doctrine (not limited to denominational concerns); Christian Ethics or Ethics; Comparative Religion; Ecclesiastical History or Church History (cutting across sectarian lines); Ecclesiology or Church Government; Greek; Interpretation of Scripture, or Hermeneutics; Introduction to the Bible; Music; New Testament; Old Testament; Pastoral Leadership; Pastoral Ministry; Pastoral Psychology; Pastoral Theology; Philsophy; Philosophy of Religion; Piano; Preaching, Oratory, Speech, or Homeletics; Religions; Religious Education; Sects; Sociology; Spanish; Systematic Theology; and all liberal arts courses that would be acceptable on a regular college transcript.

   e) The following bible school courses include those which may *not* be transferred: Church Doctrine—when denominational, applying to one sect; Church History—when of one denomination, for example, Baptist History; Dispensations; English—when taken as a foreign language or below the college freshman English level; Evangelism; Missions; Orientation; Typing or similar business skills courses.

APPENDIX X*
SAMPLE GENERAL GUIDELINES

General Guidelines for the Amount of Credit Awarded for Developmental Experience

The following guidelines should be viewed as an aggregate. Decisions on the amount of developmental experience credit should measure the sum total of the items described in these guidelines as they contribute to the individual's development:

1. Thoroughness and preciseness of documentation of experience.
2. The prestige and resource responsibility attained by the applicant.
3. The extensiveness of the applicant's participation in the behavioral process.
4. The variety and depth of developmental experiences.
5. The quality of performance of the individual within a particular experience.
6. The relevancy of the experiences to the applicant's development, especially in terms of current societal needs.
7. The relationship of the applicant to those around him within his functional position.
8. The applicability of the developmental experience to the degree program pursued.
9. Time, scope range and intensity of applicant's involvement.
10. Evidence of any rewards or negative sanctions.
11. Evidence of problem solving and decision-making activity by the applicant.

*Courtesy of Central Michigan University, Institute of Personal and Career Development.

APPENDIX Y*
CRITERIA FOR AWARD OF CREDITS

The purpose of the Life Learning Award process is to acknowledge and validate competences, knowledge, and skills acquired through experience. Possible experiences can include paid employment, voluntary activities, extensive reading, personal artistic achievements, or any combination. In all cases, "time served" is less significant than evidence of growth and learning.

The following criteria should be applied:

- The knowledge must be demonstrable in some form.
- It should be at least at the level of undergraduate achievement.
- It should imply a conceptual as well as practical grasp of the subject matter.
- It should be applicable outside of the specific job or setting in which it was learned. For example, product knowledge or familiarity with internal procedures unique to a given company would not be creditable.
- Learning should be related to an academic field, but need not be confined to existing course content.
- No student may obtain more than 30 Life Learning credits.

*Courtesy of Adelphi University, ABLE Program.

APPENDIX Z*
AMOUNT OF CREDITS TO BE AWARDED

To minimize the subjective element in this decision, the following guidelines are recommended:

30 credits — Portfolio demonstrates extensive and sophisticated grasp of a broad field. In quantity, roughly equivalent to two full semesters of college courses.

24 credits — Portfolio demonstrates competence in a broad field.

18 credits — Demonstrated competence in a more limited area.

12 credits — Evidence of solid competence in one or two subjects.

6 credits — Good grasp of a subject area.

3 credits — Limited but demonstrable knowledge of a subject. In quantity, equivalent to a single college course.

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*Courtesy of Adelphi University, ABLE Program.